

الأهداف التَّعليميَّة الأساسيَّة

لِمَنهَج مادة اللغة الإنكليزية و آدابها للعام الدّراسّي ٢٠٢٠ - ٢٠٠٥

الأهداف الأساسيّة تأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/ م/ ٢٠١٦ تاريخ ٣/ ٩/ ٢٠١٦، للحلقة الثالثة من مرحلة التّعليم الأساسيّ ومرحلة التعليم الثّانويّ.

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الأسباب الموجبة:

إنّ الظّروف والحيثيّات المذكورة أدناه:

- تأزم الوضع الأمنى وتردي الأوضاع الاجتماعية المرافقة،
 - تفاقم الأزمة الإقتصادية

فرضت علينا تحديد الأهداف الأساسيّة لكل صف المرتبطة بأهداف مَنهج مادَّة اللغة الإنكليزية وآدابها على أن يتمّ توزيعها على ١٨ أسبوعًا.

المَراجِع المُعتَمدة في هذا السّياق:

- 🗸 مَناهِج التَّعليم العام وأهدافها (المَرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨) والتَّعاميم اللَّاحِقَة بحَسَب تَفاصيل مُحتَوى مَنهَج مادَّة اللغة الإنكليزية.
- ﴿ التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/ م/ ٢٠١٦ تاريخ ٣/ ٢٠١٩ للحلقة الثّالثة من مرحلة التّعليم الثّانويّ.

ملاحظات عامة:

- > تضمنت المعايير التي اعتُمدت في تصنيف المضامين التّعليميّة على أنها أساسيّة:
 - المُكتسبات الّتي سيبني عليها في الصّف نفسه وفي الصّفوف والمراحل اللّحقة.
 - الأهداف الضّرورية من ناحية المعارف و/أو المهارات و/أو المواقف و/أو القيم للمرحلة العمرية.
- ح جدول الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية و آدابها للصّف المعني
 - العمود الأول: تفاصيل محتوى المنهج /المهارات المرتبطة بالأهداف الأساسيّة للصّفّ المعني.
 - العمود الثاني: الأهداف الأساسية للصف المعني.
 - العمودين الثالث والرّابع: المعايير الّتي تمّ اعتمادها لتصنيف الأهداف على أنها أساسية.
 - العمود الخامس: عدد الحصص المخصّصة لتغطية الأهداف.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الأول الأساسي

Subject Matter: English Language and Literature **Grade:** One Cycle 1 of Basic Education

References:

Decree No. 10227 of 8/5/1997

Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997)						
	Details of the Curriculum Content					
		Criterion for classify	ing each as core	Allocated Periods		
			Core in terms of	Language skills are taught in		
			knowledge, skills,	an integrated way which		
			attitudes, and / or values	engages students in various		
Skill	Core Objectives and Performance	Prerequisites with		activities. This is why the		
	Tasks	Identification		time will be divided equally		
				among the four main skills		
				whereas thinking and		
				grammar will be embedded		
				into the context.		
Listening	-	basic factual and inferential comp	prehension of what is heard.			
Listeiling	Mime actions or feelings described.	Prerequisite from Grade 1 to		31 periods		
		Grade 2 and subsequent classes				
	Recall specific facts and details from a	Prerequisite from Grade 1 to				
	guest speaker's talk (name, age, job,	Grade 2 and subsequent classes				
	country or origin).					
	Match sounds heard to actual objects,	Prerequisite from Grade 1 to				
	i.e., a horn to a car.	Grade 2 and subsequent				
		classes				
	Point to a picture being described.	Prerequisite from Grade 1 to				
		Grade 2 and subsequent classes				
	Match spoken word to a picture.	Prerequisite from Grade 1 to				
		Grade 2 and subsequent classes				



	Respond to two-three step oral		Core in relation to skills as	
	instructions and make a plasticine		it develops students'	
	object or construct a simple model.		ability to connect active	
			listening to perform a task	
	Respond to simple oral instructions	Prerequisite from Grade 1 to		
	through whole body involvement.	Grade 2 and subsequent classes		
	Identify words heard.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Write a list of dictated words.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Demonstra	te the ability to use audio input to	expand linguistic competend	ce.
	Match familiar dictated words to	Prerequisite from Grade 1 to		
	written synonyms.	Grade 2 and subsequent classes		
	Classify a set of dictated words into	Prerequisite from Grade 1 to		
	semantic groups.	Grade 2 and subsequent classes		
		Listen for appreciation and	d enjoyment.	
			Core in relation to skills as	
			it develops students'	
	React to what was heard (sing along,		ability to connect active	
	dance, draw).		listening to a task	
		Develop decoding	skills.	
	Point to and name individual lower		Core in relation to skills as	32 periods
	case and capital letters.		it develops students'	
Reading			ability to apply their	
Reduing			knowledge in letter sound	
			relationships	
	Match a lower case letter with its	Prerequisite from Grade 1 to		
	upper case equivalent.	Grade 2 and subsequent classes		



Recognize long and short vowels by	Prerequisite from Grade 1 to		
filling in the missing sound in known	Grade 2 and subsequent classes		
words.			
Recognize the schwa sound in definite		Core in relation to skills as	
and indefinite articles.		it develops students'	
		ability to apply their	
		knowledge in letter sound	
		relationships	
Identify by sound pictures that begin		Core in relation to skills as	
with the 'sh' and 'ch' sounds).		it develops students'	
		ability to apply their	
		knowledge in letter sound	
		relationships	
Categorize "ch" and "sh" words in two	Prerequisite from Grade 1 to		
lists.	Grade 2 and subsequent classes		
Discriminate the "l" blends (bl, cl, fl,	Prerequisite from Grade 1 to		
gl, pl) in a set of words.	Grade 2 and subsequent classes		
Discriminate "r" blends (pr, fr, dr, tr,	Prerequisite from Grade 1 to		
gr, br) in a set of words.	Grade 2 and subsequent classes		
Write the appropriate "s" blend /	Prerequisite from Grade 1 to		
cluster (sl, sp, st, sk, sw, sc, sn, str, spr,	Grade 2 and subsequent classes		
sm, squ) next to a specific picture.			
Add the suffixes "ed" and "ing" to	Prerequisite from Grade 1 to		
familiar one-syllable root words.	Grade 2 and subsequent classes		
Match words with their corresponding	Prerequisite from Grade 1 to		
pictures.	Grade 2 and subsequent classes		
	ne ability to use textual and exper	iential-based clues to get me	aning.
Match synonyms with antonyms or	Prerequisite from Grade 1 to		
with simple definitions.	Grade 2 and subsequent classes		



Locate common nouns and proper	Prerequisite from Grade 1 to		
nouns in a text.	Grade 2 and subsequent classes		
Match nouns to their proper	Prerequisite from Grade 1 to		
referents.	Grade 2 and subsequent classes		
Identify words that belong to a	Prerequisite from Grade 1 to		
specific lexical set.	Grade 2 and subsequent classes		
Cross out words that do not belong to	Prerequisite from Grade 1 to		
the given lexical category.	Grade 2 and subsequent classes		
Identify common homophones,	Prerequisite from Grade 1 to		
homographs, i.e., there, their, they're;	Grade 2 and subsequent classes		
read, read, etc.			
	Develop basic factual comprehens	sion of what is read.	
Draw a picture of an event that took		Core in relation to skills as	
place in a text.		it develops students'	
		ability to match	
		comprehension as they	
		perform a task	
Respond to Yes/No and T/F questions	Prerequisite from Grade 1 to		
in words and simple sentences.	Grade 2 and subsequent classes		
Respond to "Wh-questions" which	Prerequisite from Grade 1 to		
elicit information about person,	Grade 2 and subsequent classes		
object, place, and time in simple			
sentences.			
Record simple data onto a chart, and		Core in relation to skills as	
read it out.		it develops students'	
		ability to match	
		comprehension with	
		reading aloud	



Sequence and number a series of	Prerequisite from Grade 1 to		
three events or pictures.	Grade 2 and subsequent classes		
C	Develop basic comprehension of a	ppropriate literature.	
Name characters and actions in a	Prerequisite from Grade 1 to		
story Core in relation to skills as it	Grade 2 and subsequent classes		
develops students' ability key details			
and illustrations in the text.			
Identify character traits Core in	Prerequisite from Grade 1 to		
relation to skills as it develops	Grade 2 and subsequent classes		
students' ability key details and			
illustrations in the text.			
State how a given character feels at a	Prerequisite from Grade 1 to		
certain point in a story Core in	Grade 2 and subsequent classes		
relation to skills as it develops			
students' ability key details and			
illustrations in the text.			
Indicate different parts of the story:	Prerequisite from Grade 1 to		
i.e., beginning, middle, end.	Grade 2 and subsequent classes		
Select the favorite picture, character,	Prerequisite from Grade 1 to		
or part of a story.	Grade 2 and subsequent classes		
Name literary genre (story, song,		Core in relation to skills as	
dialogue, poem).		it develops students'	
		ability to use reasoning	
		skills before naming	
	Interpret what is r	read.	
Give reasons (Justify) why they like or	Prerequisite from Grade 1 to		
dislike characters.	Grade 2 and subsequent classes		
Infer reasons for actions in the story.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		



	Explain what they would do if they	Prerequisite from Grade 1 to		
	were in particular situations	Grade 2 and subsequent classes		
	Conjecture what would happen in the	•		
	story "if"			
	,	Develop oral reading	g skills.	
	Identify rhyming words in a sentence.	-	Core in relation to skills as	
			it develops students'	
			ability to read and spell	
			similar words in a context	
	Read aloud with appropriate stress,	Prerequisite from Grade 1 to		
	intonation, and phrasing.	Grade 2 and subsequent classes		
		Impart and seek factual in	nformation.	
	State name, age, class, sex, size,	Prerequisite from Grade 1 to		31 periods
	citizenship, country of origin using	Grade 2 and subsequent classes		
	words and short sentences.			
	Give a physical description of oneself	Prerequisite from Grade 1 to		
	using words and short sentences.	Grade 2 and subsequent classes		
	Identify a few familiar professions.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
Oral	Recall places where certain events	Prerequisite from Grade 1 to		
Communication	have taken place.	Grade 2 and subsequent classes		
	Name and describe objects using	Prerequisite from Grade 1 to		
	words and short sentences.	Grade 2 and subsequent classes		
	Describe daily habits using words and	Prerequisite from Grade 1 to		
	short sentences.	Grade 2 and subsequent classes		
	Identify actions being performed in	Prerequisite from Grade 1 to		
	pictures.	Grade 2 and subsequent classes		
	Give simple instruction using words	Prerequisite from Grade 1 to		
	and simple sentences.	Grade 2 and subsequent classes		



T		_		
	Ask 'Yes/No' and simple 'Wh'	Prerequisite from Grade 1 to		
	questions which seek information	Grade 2 and subsequent classes		
	about a person, object, place, or time.			
		Develop oral transaction	pnal skills.	
	Accept an offer or invitation.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Dictate an offer or invitation.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Request/Invite/Direct others to do	Prerequisite from Grade 1 to		
	something.	Grade 2 and subsequent classes		
	Express approval or disapproval of an	Prerequisite from Grade 1 to		
	action.	Grade 2 and subsequent classes		
	Request assistance.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Apologize using words and simple	Prerequisite from Grade 1 to		
	sentences.	Grade 2 and subsequent classes		
	State whether they know or don't		Core in relation to skills as	
	know someone or something.		it develops students'	
			ability to analyze and	
			synthesize before they	
			express their opinion	
	Ex	xpress and find out basic feelings	and emotional states.	
	Offer to do certain things.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	State likes and dislikes about food,	Prerequisite from Grade 1 to		
	people, cartoons, etc.	Grade 2 and subsequent classes		
	Express feelings, experiences, and	Prerequisite from Grade 1 to		
	wishes.	Grade 2 and subsequent classes		



December discussions and Con-	Duana avialta fuero Cueda 4 1 -		
Recognize disappointment, fear,	Prerequisite from Grade 1 to		
worry, happiness, pride, boastfulness.	Grade 2 and subsequent classes		
Express preferences.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Express wants.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
	Use appropriate socioling	guistic rules.	
Take turns when talking.		Core in relation to skills as	
		it develops students'	
		ability to communicate	
		cooperatively and not	
		competitively to promote	
		self-actualization	
Use gestures to express self.		Core in relation to skills as	
		it develops students'	
		ability to communicate	
		using TPR to promote self-	
		actualization	
Respond appropriately to oral cues.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Greet people and take leave		Core in relation to skills as	
appropriately.		it develops students'	
		ability to communicate in a	
		social context using their	
		repertoire to promote self-	
		actualization	
Develop grammatica	I competence (lexis, phonology, sy	yntax) in increasingly comple	x situations.
Use learned and acquired words in a	Prerequisite from Grade 1 to		
new context.	Grade 2 and subsequent classes		



	Produce short sentences using	Prerequisite from Grade 1 to		
	appropriate stress and intonation.	Grade 2 and subsequent classes		
	Recite short chants, songs, and	Prerequisite from Grade 1 to		
	nursery rhymes from memory.	Grade 2 and subsequent classes		
	Pa	rticipate effectively in a range of $\mathfrak g$	group speech activities.	
	Tell a story about a picture or picture	Prerequisite from Grade 1 to		
	series in words and short sentences.	Grade 2 and subsequent classes		
	De	monstrate competence in a few b	pasic print conventions.	
	Follow left to right and top-to-bottom	Prerequisite from Grade 1 to		32 periods
	writing orientation.	Grade 2 and subsequent classes		
	Leave spaces within and between	Prerequisite from Grade 1 to		
	words.	Grade 2 and subsequent classes		
	Write first and last name, class name	Prerequisite from Grade 1 to		
	and date in correct place.	Grade 2 and subsequent classes		
	Write a title in correct place.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Write numerals at the bottom of the	Prerequisite from Grade 1 to		
Written	page.	Grade 2 and subsequent classes		
Communication	Use capitals for names, first word in a	Prerequisite from Grade 1 to		
	sentence, pronoun 'I' and dates.	Grade 2 and subsequent classes		
	Use a period/question mark at the	Prerequisite from Grade 1 to		
	end of a simple sentence.	Grade 2 and subsequent classes		
		e lower and upper case letters to i	represent whole words or par	ts of words.
	Write on the line.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Write letter shapes in response to	Prerequisite from Grade 1 to		
	speech sound.	Grade 2 and subsequent classes		
	Write ascending and descending parts	Prerequisite from Grade 1 to		
	of letters between lines.	Grade 2 and subsequent classes		



Copy words.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Copy short sentences.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Select an appropriate word to	Prerequisite from Grade 1 to		
complete a short phrase.	Grade 2 and subsequent classes		
Label items and illustrations.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Record names on a chart.		Core in relation to skills as	
		it develops students'	
		ability to connect thinking	
		to psychomotor skills	
Write the nu	ımerals 0 through 9 with developi	ng consistency in size and sha	ipe.
Write from memory numerals 0-9.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
	Develop process writi	ng skills.	
Rewrite sentences in own words.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Add missing details to a story.		Core in relation to skills as	
		it develops students'	
		ability to analyze and	
		synthesize as they	
		recombine things in a	
		logical manner	



Iden	ntify pictures and sentences that		Core in relation to skills as	
	do not keep to a given topic.		it develops students'	
			ability to analyze and	
			synthesize as they	
			recombine things in a	
			logical manner	
	Make a final copy of story.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
	Develop and	d expand writing skills through gu	ided and semi-guided activiti	es.
Arra	ange scrambled words in correct	Prerequisite from Grade 1 to		
	sentence order.	Grade 2 and subsequent classes		
Ar	rrange scrambled sentences in	Prerequisite from Grade 1 to		
	correct logical order.	Grade 2 and subsequent classes		
Ident	tify beginning, middle, and end of	Prerequisite from Grade 1 to		
	story.	Grade 2 and subsequent classes		
Put	events in story in order in which	Prerequisite from Grade 1 to		
	they occur.	Grade 2 and subsequent classes		
	Co	pmmunicate in writing using differ	rent genres of writing.	
Write	e personal and biographical data.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		
W	rite a list (Christmas, wish list,		Core in relation to skills as	
	school supplies needed).		it develops students'	
			ability to prioritize and	
			express needs	
	Dictate group/individual story		Core in relation to skills as	
(n.	arration) and use illustrations.		it develops students'	
			ability to communicate	
			connecting viewing to	
			content	



	Describe a character in a story read	Prerequisite from Grade 1 to		
	(description) and use illustrations.	Grade 2 and subsequent classes		
	Develop a reperto	oire of metacognitive strategies to	solve language processing p	roblems.
	Use titles, pictures, etc., to preview	Prerequisite from Grade 1 to		
	discourse.	Grade 2 and subsequent classes		
	Develop information processing skills: literal and critical.			
Thinking	Relate language experiences to life	Prerequisite from Grade 1 to		
	experiences.	Grade 2 and subsequent classes		
		Develop confidence as life-	long learners.	
	Solicit help from peers, adults.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثاني الأساسي

Subject Matter: English Language and Literature Grade: Two Cycle 1 of Basic Education

References:

Decree No. 10227 of 8/5/1997

Details of the cur	Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998)						
	Details of the Curriculum Content						
		Criterion for classif	ying each as core	Allocated Periods			
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.			
	Deve	elop basic factual and inferential con	mprehension of what is heard.				
Listening	Match simple descriptions to	Prerequisite from Grade 2 to		31 periods			
	pictures.	Grade 3 and subsequent classes					
	Follow instructions to fill in simple	Prerequisite from Grade 2 to					
	forms and charts.	Grade 3 and subsequent classes					
	Respond to a series of oral	Prerequisite from Grade 2 to					
	instructions through whole-body	Grade 3 and subsequent classes					
	involvement.						



Place	a check mark to identify		Core in relation to skills as it	
	ort sentences heard.		develops students' ability to	
3110	ort sentences neard.		connect comprehension to	
			communication using	
			reasoning skills	
List acti	ons mentioned in a given	Prerequisite from Grade 2 to		
	audio recording.	Grade 3 and subsequent classes		
= -	genre of audio input; i.e.,		Core in relation to skills as it	
story,	, poem, dialogue, song.		develops students' ability to	
			use reasoning skills before	
			identification	
Paraphra	ase the audio input in own	Prerequisite from Grade 2 to		
	words.	Grade 3 and subsequent classes		
Use g	raphic organizers (lists,	Prerequisite from Grade 2 to		
charts	s, spider grams) to chart	Grade 3 and subsequent classes		
info	ormation mentioned.	•		
Listen t	o a simple description of		Core in relation to skills as it	
	ning and guess what it is.		develops students' ability to	
	5 5		use reasoning and	
			comprehension skills before	
			communicating	
Use pre	evious information in the	Prerequisite from Grade 2 to		
•	nput to predict what will	Grade 3 and subsequent classes		
	happen next.	2. 2.2.2.2. 2.2.2.2.2.2.2.2.2.2.2.2.2.2		
	паррен пеле	Comprehend and interpre	t what is heard	
Solor	t the most appropriate	Prerequisite from Grade 2 to	Triat is ficular	
Selec	• • •	Grade 3 and subsequent classes		
	ending.	•	to avecual linguistic accordance	
	Demonstrate the ability to use audio input to expand linguistic competence.			



	Match familiar dictated words to		Core in relation to skills as it		
	antonyms and definitions.		develops students' ability to		
			match comprehension with a		
			task		
	Write a short list of dictated	Prerequisite from Grade 2 to			
	sentences.	Grade 3 and subsequent classes			
	Unscramble dictated words to	Prerequisite from Grade 2 to			
	form a meaningful sentence.	Grade 3 and subsequent classes			
		Listen for appreciation a	nd enjoyment.		
	React to what was heard (mime,		Core in relation to skills as it		
	paint, or design).		develops students' ability to		
			connect active listening to a		
			task		
	Develop decoding skills.				
	Discriminate between short and	Prerequisite from Grade 2 to		32 periods	
	long vowel sounds in known	Grade 3 and subsequent classes			
	words.				
	Reproduce schwa sound in	Prerequisite from Grade 2 to			
	sentences that contain definite	Grade 3 and subsequent classes			
	and indefinite articles.				
Reading	Read regular double vowel ('oo',	Prerequisite from Grade 2 to			
	'ea', as in look, boots, pear, fear) words aloud.	Grade 3 and subsequent classes			
	List double vowel words under		Core in relation to skills as it		
	appropriate vowel headings.		develops students' ability to		
			apply their knowledge in letter		
			sound relationships in		
			meaningful words		



Recognize soft 'g' and soft 'c' by	Prerequisite from Grade 2 to	
circling these sounds in known	Grade 3 and subsequent classes	
words.		
Orally reproduce from a list of	Prerequisite from Grade 2 to	
words the two sounds	Grade 3 and subsequent classes	
(voiced/voiceless) for the diagraph		
'th'.		
Identify the diagraphs 'wh', 'th'	Prerequisite from Grade 2 to	
and 'wr' in corresponding pictures.	Grade 3 and subsequent classes	
Generate words which contain wh,		Core in relation to skills as it
th and wr diagraphs.		develops students' ability to
		apply their knowledge in
		meaningful words with pairs
		of letters that make one sound
Select pictures from a pile	Prerequisite from Grade 2 to	
containing the 'r' blends (pr, fr, tr,	Grade 3 and subsequent classes	
dr, gr, br).		
Identify the 's' blends (st, sl, sp, sk,	Prerequisite from Grade 2 to	
sw, sc, sn, str, spr, sm, squ) by	Grade 3 and subsequent classes	
listing known words which contain		
them.		
Add suffixes '-es' '-er,' '-ing', 'ful',	Prerequisite from Grade 2 to	
's' to familiar one-syllable words.	Grade 3 and subsequent classes	
Identify all words in a sentence		Core in relation to skills as it
that can be contracted.		develops students' ability to
		apply their knowledge of
		shortened forms of two words





Identify compand words in a		Core in relation to skills as it	
Identify compound words in a			
text.		develops students' ability to	
		identify new words from two	
		words joined together.	
List words from a passage that	Prerequisite from Grade 2 to		
have the suffixes: '-s', '-es', '-er', '-	Grade 3 and subsequent classes		
est', '-ed','-ing','-full,' and 'less'.			
Recognize multi-meaning words.		Core in relation to skills as it	
		develops students' ability to	
		comprehend words that have	
		different meanings in context	
		using their reasoning skills	
Give the meaning of the	Prerequisite from Grade 2 to		
underlined words based on textual	Grade 3 and subsequent classes		
clues.			
	Develop basic factual comprehe	ension of what is read.	
Ask and respond appropriately to	Prerequisite from Grade 2 to		
'Wh-questions' which elicit	Grade 3 and subsequent classes		
information about size, quantity,			
quality, and distance in simple			
sentences.			
Enter data on a graph and	Prerequisite from Grade 2 to		
comment on it.	Grade 3 and subsequent classes		
Place scrambled sentences in the	Prerequisite from Grade 2 to		
correct sequence.	Grade 3 and subsequent classes		
Orally select the best main idea	Prerequisite from Grade 2 to		
stated explicitly.	Grade 3 and subsequent classes		
Stated explicitly.	Develop basic comprehension of	annropriato literaturo	
	pevelop pasic comprehension of	appropriate interacture.	



Describe actions and physical	Prerequisite from Grade 2 to	
appearance of characters in a	Grade 3 and subsequent classes	
story with reference to key details		
and illustrations in the text.		
Match character traits to those		Core in relation to skills as it
exemplified in a story with		develops students' ability to
reference to key details and		comprehend and make
illustrations in the text.		inferences through
		character's actions, dialogue
		and pictures
Compare how different characters		Core in relation to skills as it
feel at different points of the story		develops students' ability to
with reference to key details and		comprehend and make
illustrations in the text.		inferences
Compare characters in a story with	Prerequisite from Grade 2 to	
reference to key details and	Grade 3 and subsequent classes	
illustrations in the text.		
Identify key elements of a story,	Prerequisite from Grade 2 to	
i.e., characters, plot, setting, etc.	Grade 3 and subsequent classes	
State why certain or parts of a		Core in relation to skills as it
story or play are favorites.		develops students' ability to
		comprehend, make
		inferences and relate them to
		self awareness
	Interpret what i	s read.
Make text-to-text connections to		Core in relation to skills as it
explain how characters feel at a		develops students' ability to a
certain point in a story, based on		deeper understanding of text-
the outcome of adventures in		to- text
other stories.		



Speculate on the author's purpose with reference to the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
		knowledge about the world	
		context together with	
		meaning of familiar words in	
		unfamiliar word from the	
		infer the meaning of an	
choice of three.		develops students' ability to	
Check the correct inference from a		Core in relation to skills as it	
	Make inferences about		
		reach text- to -world	
		progressing from text-to-self to	
known person.		deeper understanding	
relating a character in a story to a		develops students' ability to a	
Make text-to-self connections by		Core in relation to skills as it	
differently.	Grade 3 and subsequent classes		
Explain how the story would end	Prerequisite from Grade 2 to		
actions.	Grade 3 and subsequent classes		
Infer reasons for a character's	Prerequisite from Grade 2 to		
story with reference to the text.	·		
'interesting', or 'negative' in a	Grade 3 and subsequent classes		
Identify something 'positive',	Prerequisite from Grade 2 to		
the text.			
part of a story with reference to	or a discourse of discourse or discourse		
Give reasons (Justify) why you liked or disliked a character and/or	Prerequisite from Grade 2 to Grade 3 and subsequent classes		



	Complete a sentence with a rhyming word. Read independently a range of printed materials with fluency, accuracy, and understanding. Read aloud from familiar stories and poems, fluently and with	Prerequisite from Grade 2 to Grade 3 and subsequent classes Prerequisite from Grade 2 to Grade 3 and subsequent classes	Core in relation to skills as it develops students' ability to provide similar rhyming words in context	
	appropriate expression.			
		Impart and seek factua	l information.	
	Ask and give additional personal information (name, sex, age, telephone number, nationality, birthday, family members, friends, pets) using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		31 periods
	Describe self, classmates, or family members using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Oral Communication	Recall specific facts from a story and phone messages.		Core in relation to skills as it develops students' ability to connect active listening to a task	
	Describe the weather, the time, locations, the seasons, an object, a picture, a chart, a place, or a setting using simple sentences. Describe a sequence of pictures or		Core in relation to skills as it develops students' ability to utilize active recalling for retention Core in relation to skills as it	
	a cartoon strip using simple sentences.		develops students' ability to communicate using active recalling and reasoning	



		T	
Discuss videos, celebrations, and		Core in relation to skills as it	
artwork using simple sentences.		develops students' cognitive	
		flexibility during interactions	
Describe people's/animal's actions		Core in relation to skills as it	
using simple sentences.		develops students' ability to	
		utilize active recalling	
Compare and contrast characters	Prerequisite from Grade 2 to		
in a book, film, TV program, etc.	Grade 3 and subsequent classes		
using simple sentences.			
State differences between actions	Prerequisite from Grade 2 to		
and events in pictures.	Grade 3 and subsequent classes		
Ask for and give instructions using	Prerequisite from Grade 2 to		
simple sentences.	Grade 3 and subsequent classes		
Ask and answer 'wh-questions'	Prerequisite from Grade 2 to		
which elicit information about	Grade 3 and subsequent classes		
quantity, quality, distance, and			
size.			
	Develop oral transact	tional skills.	
Decline an offer or invitation.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Give permission to do something.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Inquire whether others have		Core in relation to skills as it	
permission to do something.		develops students' ability to	
		communicate in a social	
		context using their repertoire	
		to promote self-actualization	



Argue why one would approve or	Prerequisite from Grade 2 to		
disapprove of an event and/or	Grade 3 and subsequent classes		
plan.	Grade 5 and subsequent classes		
Offer and request assistance	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
during group work.	Grade 5 and subsequent classes	Constitutation to skills as it	
Discuss or remind others about		Core in relation to skills as it	
good manners.		develops students' ability to	
		communicate in a social	
		context using their repertoire	
		to promote self-actualization	
Grant forgiveness in simple		Core in relation to skills as it	
sentences.		develops students' ability to	
		communicate in a social	
		context using their repertoire	
		to promote self-actualization	
	Express and find out basic feeling	s and emotional states.	
Describe likes and dislikes about	Prerequisite from Grade 2 to		
food, clothes, hobbies, people,	Grade 3 and subsequent classes		
characters, stories, movies,	·		
cartoons, etc.			
Express and inquire about moods	Prerequisite from Grade 2 to		
and feelings: pleasure and	Grade 3 and subsequent classes		
displeasure, fear, surprise,	and a sing and a same of a sing a single sing a single sin		
interest, disappointment, etc.			
Express gratitude.		Core in relation to skills as it	
Express gratitude.			
		develops students' ability to	
		communicate in a social	
		context using their repertoire	
		to promote self-actualization	



Express	and inquire about needs		Core in relation to skills as it	
	and desires.		develops students' ability to	
			communicate in a social	
			context using their repertoire	
			to promote self-actualization	
Justify a	nd explain preferences for		Core in relation to skills as it	
favorite	subjects, toys, food, etc.		develops students' ability to	
			communicate in a social	
			context using their repertoire	
			to promote self-actualization	
Empath	nize with other people or		Core in relation to skills as it	
	animals.		develops students' ability to	
			communicate in a social	
			context using their repertoire	
			to promote self-actualization	
		Use appropriate socioli	nguistic rules.	
Use a	appropriate non-verbal	Prerequisite from Grade 2 to		
commur	nication (nod, shake head,	Grade 3 and subsequent classes		
shrug s	houlder, frown, smile) to			
accom	pany oral output and/or			
solve a	communication problem.			
Greet an	d take leave appropriately	Prerequisite from Grade 2 to		
in a var	riety of different settings.	Grade 3 and subsequent classes		
	Develop grammat	tical competence (lexis, phonology,	syntax) in increasingly complex s	ituations.
Exper	iment with learned and		Core in relation to skills as it	
acquire	d words in new contexts.		develops students' ability to	
			extend their learning	
Pro	duce sentences using	Prerequisite from Grade 2 to		
appropr	iate stress and intonation.	Grade 3 and subsequent classes		



	Memorize and recite a short song,	Prerequisite from Grade 2 to		
	rhyme, limerick.	Grade 3 and subsequent classes		
	Form a question which ends with rising intonation.	·	Core in relation to skills as it develops students' awareness	
	_		of its function as well as its emotional indication	
		Participate effectively in a range o	f group speech activities.	
	Describe the attributes and	Prerequisite from Grade 2 to		
	characteristics of a hidden object	Grade 3 and subsequent classes		
	and/or anonymous person so			
	others can guess (who/ what is			
	it?).			
	Develop competence in several basic print conventions.			
	Indent first line in a paragraph.	Prerequisite from Grade 2 to		32 periods
		Grade 3 and subsequent classes		
	Use capitals to begin a sentence,	Prerequisite from Grade 2 to		
	to write proper nouns such as	Grade 3 and subsequent classes		
	names of people, places, days,			
	months, product names, and			
Written	geographic names,			
Communication	Use capitals to write titles.			
	Use full stops to end a statement.	Prerequisite from Grade 2 to		
		Grade 3 and subsequent classes		
	Use a question mark to end a	Prerequisite from Grade 2 to		
	question.	Grade 3 and subsequent classes		
		Develop legible har	ndwriting.	
	Write in a straight line across the	Prerequisite from Grade 2 to		
	page.	Grade 3 and subsequent classes		



Practice capital letters and	Prerequisite from Grade 2 to	
•	•	
lowercase letters. Group and print letters according to different types of strokes and orientation, i.e. ascenders and descenders. Select words to complete sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	Core in relation to skills as it develops students' ability to develop fluent, legible and efficient handwriting
Label items and illustrations.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
Record data on a chart.	,.	Core in relation to skills as it develops students' ability to organize, classify and communicate ideas effectively
Use numerals to write different numbers (from 0).		Core in relation to skills as it develops students' numeracy
	Practice using vowel sounds and	common letter strings.
Spell and write down words that have long vowel sounds (especially words ending with the letter 'e').		Core in relation to skills as it develops students' ability to find same strings of letters in many words
Spell words related to the following themes: colors, food, days.		Core in relation to skills as it develops students' ability to spell words connected to universal themes
Use knowledge of spelling patterns and word families to spell correctly monosyllabic words one uses regularly in own writing.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	



Spell words with the endings '-ing',	Prerequisite from Grade 2 to	
'-ed', '-s', '-er', '-est', '-es'.	Grade 3 and subsequent classes	
Develop process writing skills.		
Select a topic to write about.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Brainstorm ideas related to a	Prerequisite from Grade 2 to	
topic.	Grade 3 and subsequent classes	
Use webs to arrange ideas.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Write the first drafts of stories		Core in relation to skills as it
about self and about others.		develops students' ability to
		use personal information to
		promote self-actualization
Join sentences by using 'and'.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Expand sentences by adding 'Wh-		Core in relation to skills as it
slots': when, where, who, etc.		develops students' ability to
		extend their learning
Add descriptive adjectives in short	Prerequisite from Grade 2 to	
sentences to express the mood	Grade 3 and subsequent classes	
conveyed.		
Rewrite the end of a story.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Identify sentences that do not	Prerequisite from Grade 2 to	
keep to a given topic.	Grade 3 and subsequent classes	
Use a dictionary to check spelling.		Core in relation to skills as it
		develops students' focus on
		importance of references



Use a simple checklist to edit for	Prerequisite from Grade 2 to		
basic grammatical errors.	Grade 3 and subsequent classes		
Make final copies of own writing		Core in relation to skills as it	
		develops students' ability to	
		use process writing steps	
		starting with prewriting,	
		revising and , editing before	
		presenting a final copy	
	Develop writing skills through guided	and semi-guided activities.	
Review sequence of events.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Write simple sentences.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Expand sentences.		Core in relation to skills as it	
		develops students' ability to	
		extend their learning	
Complete sentences by adding		Core in relation to skills as it	
either the subject or the		develops students' ability to	
predicate.		extend their learning	
Identify irrelevant sentences in a		Core in relation to skills as it	
paragraph.		develops students' ability to	
		comprehend and make	
		inferences	
	Communicate in writing using diff	ferent genres of writing.	
Fill out a form with the first and	Prerequisite from Grade 2 to		
family name, age, sex, nationality	Grade 3 and subsequent classes		
Write shopping lists.		Core in relation to skills as it	
		develops students' ability to	
		prioritize needs	



	Write simple instructions.		Core in relation to skills as it	
			develops students' ability to	
			comprehend, be precise, and	
			visualize the procedure in	
			detail while writing	
	Write a story about oneself and		Core in relation to skills as it	
	others with simple details.		develops students' ability to	
			use personal information to	
			promote self-actualization	
	Illustrate own stories.		Core in relation to skills as it	
			develops students' ability to	
			express ideas visually to	
			promote self-actualization	
	Describe a character in a story you	Prerequisite from Grade 2 to		
	have read.	Grade 3 and subsequent classes		
	Use a picture to describe a	Prerequisite from Grade 2 to		
	person/place/pet.	Grade 3 and subsequent classes		
	Compare and contrast two	Prerequisite from Grade 2 to		
	characters using a Venn-diagram.	Grade 3 and subsequent classes		
	Describe own feelings in different	Prerequisite from Grade 2 to		
	situations with simple details.	Grade 3 and subsequent classes		
	Develop a rep	ertoire of metacognitive strategies	to solve language processing pro	blems.
	Preview discourse by examining	Prerequisite from Grade 2 to		
Thinking	title, illustrations, first and last	Grade 3 and subsequent classes		
Hillikilig	lines, etc.			
	Self-evaluate: recognize need for	Prerequisite from Grade 2 to		
	peer and adult assistance.	Grade 3 and subsequent classes		



		I	
Reflect on the learning which has	Prerequisite from Grade 2 to		
taken place: assess what has been	Grade 3 and subsequent classes		
mastered, what remains unclear.			
Develop information processing skills: literal and critical.			
Relate language experiences to life	Prerequisite from Grade 2 to		
experiences.	Grade 3 and subsequent classes		
Compare characters.		Core in relation to skills as it	
		develops students' ability to	
		comprehend and make	
		inferences	
Classify information in semantic	Prerequisite from Grade 2 to		
groups, lexical sets	Grade 3 and subsequent classes		
Select the main idea.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Identify irrelevant information by		Core in relation to skills as it	
underlining.		develops students' ability to	
		comprehend and make	
		inferences	
	Develop confidence as life	e-long learners.	
Request assistance from peers /	Prerequisite from Grade 2 to		
adults / parents.	Grade 3 and subsequent classes		
Give and receive feedback on	Prerequisite from Grade 2 to		
work presented.	Grade 3 and subsequent classes		

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الثالث الأساسي

Subject Matter: English Language and Literature Grade: Three Cycle 1 of Basic Education

References:

Decree No. 10227 of 8/5/1997

Details of the cu	Details of the curriculum content of English Language and Literature					
	Details of the Curriculum Content					
		Criterion for cl	assifying each as core	Allocated Periods		
			Core in terms of knowledge,	Language skills are taught in an		
			skills, attitudes, and / or	integrated way which engages		
			values	students in various activities.		
Skill	Core Objectives and Performance Tasks	Prerequisites with		This is why the time will be		
		Identification		divided equally among the		
				four main skills whereas		
				thinking and grammar will be		
				embedded into the context.		
	-	ic factual and inferential	comprehension of what is heard			
	Follow detailed instructions.		Core in relation to skills as it	31 periods		
			develops students' ability to			
			connect active listening and			
Listening			attention to details			
	Identify information not heard.		Core in relation to skills as it			
			develops students' ability to			
			connect active listening and			
	District and (1) and the forter		attention to details			
	Put a check mark (v) next to facts		Core in relation to skills as it			
	mentioned orally.		develops students' ability to			
			connect active listening and			
			attention to what can be proven as true or false			
			proven as true or raise			



Put a check mark (v) next to opinions		Core in relation to skills as it
mentioned orally.		develops students' ability to
·		connect active listening and
		attention to what can't be
		proven as true or false
Infer the speaker(s) tone (anger,	Prerequisite from Grade	
happiness, etc.).	3 to Grade 4 and	
	subsequent classes	
Write a short unprepared dictation.	Prerequisite from Grade	
	3 to Grade 4 and	
	subsequent classes	
Identify distinguishing characteristics of		Core in relation to skills as it
genre heard.		develops students' ability to
		identify a genre from its
		different features and
		functions
Chart events mentioned in chronological	Prerequisite from Grade	
order.	3 to Grade 4 and	
	subsequent classes	
Organize 'wh' slots and character traits	Prerequisite from Grade	
mentioned on a flowchart or web.	3 to Grade 4 and	
	subsequent classes	
Listen to a detailed description of	Prerequisite from Grade	
something and guess what it is.	3 to Grade 4 and	
	subsequent classes	
Predict plausible outcomes based on	Prerequisite from Grade	
previous information in the audio input.	3 to Grade 4 and	
	subsequent classes	b
Comprehend and interpret what is heard.		



	Identify irrelevant information heard.	Prerequisite from Grade				
		3 to Grade 4 and				
		subsequent classes				
	Demonstrate the ability to use audio input to expand linguistic competence.					
	Generate antonyms, synonyms, and	Prerequisite from Grade				
	definitions for words heard.	3 to Grade 4 and				
		subsequent classes				
	Construct meaningful sentences based on	Prerequisite from Grade				
	what is heard.	3 to Grade 4 and				
		subsequent classes				
		Listen for appreciation	and enjoyment.			
	React to what was heard (dramatize		Core in relation to skills as it			
	creatively).		develops students' ability to			
			connect active listening to a			
			created task			
	Develop decoding skills.					
	Recognize compound words containing	Prerequisite from Grade		32 periods		
	short and/or long vowel sounds.	3 to Grade 4 and				
		subsequent classes				
	Identify the 'oo,' 'ea,' 'au,' ' 'ei,' 'oi,', 'aw,	Prerequisite from Grade				
	'ow,' 'ew,', 'oy' vowel blends/teams.	3 to Grade 4 and				
Reading		subsequent classes				
	Associate 'y' with the vowel sounds it	Prerequisite from Grade				
	stands for; e.g., 'fly,' 'study'.	3 to Grade 4 and				
		subsequent classes				
	Categorize words which contain soft 'c'.	Prerequisite from Grade				
		3 to Grade 4 and				
		subsequent classes				



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Select words containing soft 'g' from a	Prerequisite from Grade		
pile of given words.	3 to Grade 4 and		
	subsequent classes		
Differentiate between the voiced and	Prerequisite from Grade		
voiceless sounds for the diagraph 'th' in	3 to Grade 4 and		
words.	subsequent classes		
Recognize the diagraphs 'wh', 'wr,' 'gn',	Prerequisite from Grade		
'ch,' 'kn,' 'ph,'	3 to Grade 4 and		
	subsequent classes		
Classify pictures which contain the 'l', 's'	Prerequisite from Grade		
and the 'r' blends.	3 to Grade 4 and		
	subsequent classes		
Add suffixes '-es,' '-ed,' '-ing,' -ful,' '-er,' -	Prerequisite from Grade		
ness,' '-ly,' ''-less,' '-est,', '-able,' '-y,' '-en'	3 to Grade 4 and		
to words ending in silent 'e'.	subsequent classes		
Add 's' or 'es' to words ending with '-y,'	Prerequisite from Grade		
'-ss,' '-x,' '-ch,' '-sh,' '-s,' '-f,' '-fe'.	3 to Grade 4 and		
	subsequent classes		
Count, blend and segment syllables in	Prerequisite from Grade		
multi-syllable words.	3 to Grade 4 and		
	subsequent classes		
Demonstrate the a	bility to use textual and ex	xperiential-based clues to get m	neaning.
Generate synonyms, antonyms, and/or	Prerequisite from Grade		
definitions for words in the passage.	3 to Grade 4 and		
	subsequent classes		
Relate object and possessive pronouns to	Prerequisite from Grade		
their corresponding reference.	3 to Grade 4 and		
	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Show the differences in meanings		Core in relation to skills as it	
between homophones and homographs		develops students' ability to	
by generating original sentences.		explain words that sound	
		the same but have different	
		spellings and meanings	
		(they're / there)and words	
		that are spelled the same	
		and have the same or	
		different sound, but	
		different meanings	
		(bow/bow) in context using	
		their reasoning skills	
Form new compound words by joining		Core in relation to skills as it	
root words.		develops students' ability to	
		produce a word or word part	
		that can form the basis of	
		new words through	
		adding prefixes and suffixes	
Add suffixes '-ly,' '-y' '-full' and '-ness' to	Prerequisite from Grade		
appropriate words in the text.	3 to Grade 4 and		
	subsequent classes		
Apply one's knowledge of prefixes ('re-,'	Prerequisite from Grade		
'un-,' 'dis-,' 'ex-,' 'de-,') to work out the	3 to Grade 4 and		
meanings of unfamiliar words in a text.	subsequent classes		
Determine the appropriate dictionary		Core in relation to skills as it	
definitions for a multi-meaning word.		develops students' ability to	
		seek references to increase	
		their knowledge	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Use graphic organizers to classify		Core in relation to skills as it	
vocabulary into semantic groups, i.e.,		develops students' ability to	
thermometer, staircase, spider gram, and		organize, classify and	
web.		communicate ideas visually	
Dev	elop basic comprehension	of appropriate literature.	
Categorize actions and physical	Prerequisite from Grade		
appearance of characters in a story with	3 to Grade 4 and		
reference to key details in the text.	subsequent classes		
Identify characters who exemplify certain	Prerequisite from Grade		
personality traits with reference to key	3 to Grade 4 and		
details in the text.	subsequent classes		
Explain how different characters feel the	Prerequisite from Grade	_	
way they do at certain points in the story	3 to Grade 4 and		
with reference to key details in the text.	subsequent classes		
Contrast two characters in a story or play	Prerequisite from Grade		
with reference to key details in the text.	3 to Grade 4 and		
	subsequent classes		
Describe key elements of a story; i.e.,	Prerequisite from Grade		
characters, plot, setting, climax, problem	3 to Grade 4 and		
and solution.	subsequent classes		
Identify the problem(s) in a story.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Retell a story in sequence using	Prerequisite from Grade	_	
chronological connectors.	3 to Grade 4 and		
	subsequent classes		
Chart events that occurred in different		Core in relation to skills as it	
parts of a story in sequence.		develops students' ability to	
		put events, and ideas in a	
		logical order	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Make text-to-self connections by giving		Core in relation to skills as it	
examples of characters, settings, events		develops students' ability to	
in stories that resemble those in one's		make connections between	
own life.		contexts and personal	
own me.		information to promote	
		self-actualization	
	laka wasak sa ka		
	Interpret what		
Explain why one identifies closely with		Core in relation to skills as it	
and/or empathizes with a character in a		develops students' ability to	
story with reference to the text.		justify choices	
Support and/or criticize character's		Core in relation to skills as it	
actions and attitude with reference to the		develops students' ability to	
text.		justify choices	
Explain how character's actions affect		Core in relation to skills as it	
other characters.		develops students' ability to	
		make connections	
Explain how one would change		Core in relation to skills as it	
characters.		develops students' ability to	
		transfer learning to new	
		contexts	
Make text-to-self connections by relating	Prerequisite from Grade		
a character in a story to a person one	3 to Grade 4 and		
knows and tell how they are similar.	subsequent classes		
Explain why a character can or cannot be		Core in relation to skills as it	
removed from a story with reference to		develops students' ability to	
the text.		transfer learning to new	
		contexts	
	Make inferences abou		_



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	,		
Ask and answer inference questions with	Prerequisite from Grade		
'wh' words.	3 to Grade 4 and		
	subsequent classes		
Speculate on the author's purpose, and	Prerequisite from Grade		
justify one's answers with reference to	3 to Grade 4 and		
the text.	subsequent classes		
Distinguish between factual and fictional	Prerequisite from Grade		
reading material.	3 to Grade 4 and		
	subsequent classes		
Differentiate between fact and fiction.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Differentiate facts and opinions.		Core in relation to skills as it	
		develops students' ability to	
		comprehend and make	
		inferences	
Make plausible predictions about what	Prerequisite from Grade		
will happen next.	3 to Grade 4 and		
	subsequent classes		
Predict what might happen to a character	Prerequisite from Grade		
in a story.	3 to Grade 4 and		
	subsequent classes		
	Develop oral and siler	nt reading skills.	
Compose sentences with final rhyming		Core in relation to skills as it	
words.		develops students' ability to	
		provide similar rhyming	
		words in a context	
Read (aloud and silently) independently.	Prerequisite from Grade		
,	3 to Grade 4 and		
	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Read for ple	asure.	
	Write sentences commenting on a certain		Core in relation to skills as it	
	reading text.		develops students' ability to	
			read critically	
		Impart and seek factu	ual information.	
	Compare people, locations, seasons, and	Prerequisite from Grade		31 periods
	animal actions in complete sentences.	3 to Grade 4 and		
		subsequent classes		
	Answer open-ended questions.	Prerequisite from Grade		
		3 to Grade 4 and		
		subsequent classes		
	Ask and answer inference questions.	Prerequisite from Grade		
		3 to Grade 4 and		
		subsequent classes		
Oral	Report a real-life incident.	Prerequisite from Grade		
Communication		3 to Grade 4 and		
Communication		subsequent classes		
	Retell a story giving it a different ending.	Prerequisite from Grade		
		3 to Grade 4 and		
		subsequent classes		
		Develop oral transa	ectional skills.	
	Inquire whether an offer or invitation is		Core in relation to skills as it	
	accepted or denied.		develops students' ability to	
			communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Advise others to do something.		Core in relation to skills as it	
Advise others to do something.			
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Explain how to do something.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Explain the consequences and effects of	Prerequisite from Grade		
something.	3 to Grade 4 and		
	subsequent classes		
Explain why one needs permission.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Express strong agreements and	Prerequisite from Grade		
disagreements.	3 to Grade 4 and		
	subsequent classes		
Express indifference.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
State whether one remembers or has	Prerequisite from Grade		
forgotten something or someone.	3 to Grade 4 and		
_	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Propose logical solutions to problems.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Express whether conclusions are logical or	Prerequisite from Grade		
not.	3 to Grade 4 and		
	subsequent classes		
Warn others of a potentially dangerous		Core in relation to skills as it	
situation.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Warn others to refrain from doing	Prerequisite from Grade		
something.	3 to Grade 4 and		
	subsequent classes		
Expre	ess and find out basic feeling	ngs and emotional states.	
Justify likes and/or dislikes.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Explain moods and feelings.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Express hope.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Express disappointment.		Core in relation to skills as it	
Express disappointment.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Everage sympathy		Core in relation to skills as it	
Express sympathy.			
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Express impatience in an acceptable		Core in relation to skills as it	
manner.		develops students' ability to	
		communicate in a proper	
		social context using their	
		repertoire to promote self-	
		actualization	
Express satisfaction and/or dissatisfaction	Prerequisite from Grade		
with a particular situation.	3 to Grade 4 and		
	subsequent classes		
Express and inquire about intentions.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Explain preferences based on pleasant	Prerequisite from Grade		
and/or unpleasant previous experiences.	3 to Grade 4 and		
	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	•			
Empathize with characters in a story, and	Prerequisite from Grade			
explain what one would do in a similar	3 to Grade 4 and			
situation.	subsequent classes			
Use appropriate sociolinguistic rules.				
Give cues to end a conversation.	Prerequisite from Grade			
	3 to Grade 4 and			
	subsequent classes			
Develop grammatical co	mpetence (lexis, phonolog	y, syntax) in increasingly comp	lex situations.	
Invent new contexts for learned and		Core in relation to skills as it		
acquired words.		develops students' ability to		
		transfer knowledge		
Generate original sentences using		Core in relation to skills as it		
appropriate rhythm, stress, intonation,		develops students' ability to		
and phrasing.		combine the following in		
		sentences: emphasizing		
		sounds in words, and		
		stressing the most		
		important, 'content' words		
		in sentences. In addition to		
		using a combination of		
		stressed and unstressed		
		words in sentences with		
		intonation when the pitch of		
		the voice goes up or down in		
		speaking		
Recite from memory longer pieces of	Prerequisite from Grade			
discourse; i.e. poems, chants, songs, and	3 to Grade 4 and			
limericks.	subsequent classes			
Participate effectively in a range of group speech activities.				



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Participate in information gap and	Prerequisite from Grade		
	problem-solving activities.	3 to Grade 4 and		
	processing described	subsequent classes		
	Explain and demonstrate a process.	Prerequisite from Grade		
	· ·	3 to Grade 4 and		
		subsequent classes		
	Deve	lop competence in several	basic print conventions.	
	Leave the right amount of space between	Prerequisite from Grade		32 periods
	letters and between words in cursive	3 to Grade 4 and		
	writing.	subsequent classes		
	Use end marks (full stop, question mark	Prerequisite from Grade		
	and exclamation mark).	3 to Grade 4 and		
		subsequent classes		
	Use commas with certain words and	Prerequisite from Grade		
	numerals (when listing a series of words)	3 to Grade 4 and		
Written	and in dialogue.	subsequent classes		
Communication	Use quotation marks in a story and in a	Prerequisite from Grade		
Communication	dialogue.	3 to Grade 4 and		
		subsequent classes		
	De	velop scribal facility and m	astery of cursive style.	
	Practice transcription of capital letters	Prerequisite from Grade		
	and lowercase letters.	3 to Grade 4 and		
		subsequent classes		
	Group and write cursive letters according		Core in relation to skills as it	
	to different types of strokes, slants, and		develops students' ability to	
	orientation (ascenders and descenders).		join successive letters	
			together.	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		ſ
Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
	Core in relation to skills as it	
	develops students' ability to	
	organize, classify and	
	communicate ideas	
	effectively	
I regularly used words which	observe common patterns.	
Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
s Prerequisite from Grade		
3 to Grade 4 and		
subsequent classes		
	Core in relation to skills as it	
	develops students' ability to	
	apply spelling rules	
actice using vowel sounds an	d common letter strings.	
	3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes I regularly used words which a Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes	3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Core in relation to skills as it develops students' ability to organize, classify and communicate ideas effectively I regularly used words which observe common patterns. Prerequisite from Grade 3 to Grade 4 and subsequent classes Prerequisite from Grade 3 to Grade 4 and subsequent classes Core in relation to skills as it develops students' ability to



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Spell correctly and write down words that	Prerequisite from Grade		
have long vowel sounds but do not end	3 to Grade 4 and		
with 'e'.	subsequent classes		
Spell words related to the following		Core in relation to skills as it	
themes: holidays, months, seasons.		develops students' ability to	
		spell words related to	
		universal themes	
	Develop process w	vriting skills.	
Select and narrow topics.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Brainstorm appropriate topic and	Prerequisite from Grade		
concluding sentences.	3 to Grade 4 and		
	subsequent classes		
Identify purpose of writing.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Use graphic organizers to arrange ideas	Prerequisite from Grade		
(clusters, webs, story maps, etc.) for a	3 to Grade 4 and		
piece of writing.	subsequent classes		
Write first draft using best-guessed		Core in relation to skills as it	
spelling and grammar.		develops students' ability to	
		spell unfamiliar words using	
		best guess spelling and	
		grammar	
Rewrite sentences in paragraphs.		Core in relation to skills as it	
		develops students' ability to	
		assemble information	
		logically	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Complete any unfinished contains		Caro in relation to skills as it
Complete any unfinished sentences.		Core in relation to skills as it
		develops students' ability to
		comprehend and extend
		information
Join sentences with 'but,' 'or,' and	Prerequisite from Grade	
'because'.	3 to Grade 4 and	
	subsequent classes	
Combine short sentences with 'and,' 'but,'	Prerequisite from Grade	
'also'.	3 to Grade 4 and	
	subsequent classes	
Apply a timeline or flowchart to organize	Prerequisite from Grade	
wh-slot for narration.	3 to Grade 4 and	
	subsequent classes	
Add descriptive adjectives in places where	Prerequisite from Grade	
characters, event, feelings, thoughts are	3 to Grade 4 and	
not clearly described.	subsequent classes	
List appropriate supporting details using	•	Core in relation to skills as it
descriptive words.		develops students' ability to
,		identify one detail or two to
		a main idea
Clarify confusing and wordy sentences.		Core in relation to skills as it
, , ,		develops students' ability to
		detect the use of too many
		useless words that clutter
		writing
Use a checklist to edit grammatical and	Prerequisite from Grade	- 3
syntax errors.	3 to Grade 4 and	
,	subsequent classes	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Interpret simple correction signs and	Prerequisite from Grade		
	symbols.	3 to Grade 4 and		
	7	subsequent classes		
	Produce a final draft.		Core in relation to skills as it	
			develops students' ability to	
			use process writing steps	
			starting with prewriting,	
			revising and , editing before	
			presenting a final copy	
	Develop v	writing skills through guide	ed and semi-guided activities.	
	Rearrange words/phrases/sentences.	Prerequisite from Grade	and term Baraca acartico.	
	neutrange words, pinases, sentences.	3 to Grade 4 and		
		subsequent classes		
	Unscramble mixed-up sentences into a	3ub3cquent classes	Core in relation to skills as it	
	•		develops students' ability to	
	coherent paragraph.		•	
-	Indicate pairs of contanges where a		sequence events in context Core in relation to skills as it	
	Indicate pairs of sentences where a			
	comma is insufficient as a punctuation		develops students' ability to	
	mark.		detect when to use a comma	
			e.g. before a coordinating	
			conjunction (and, but, yet,)	
			when it joins two complete	
			ideas and between all items	
			in a series.	
	Unscramble and write, 'first,' 'second,'		Core in relation to skills as it	
	'last' in the right places.		develops students' ability to	
			sequence events in context	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Match scrambled topic sentences to		Core in relation to skills as it	
scrambled concluding sentences.		develops students' ability to	
		comprehend and use clues	
		to determine the correct	
		item	
Given the topic and concluding sentences,	Prerequisite from Grade		
write the body.	3 to Grade 4 and		
	subsequent classes		
Generate concluding sentences for	Prerequisite from Grade		
incomplete paragraphs.	3 to Grade 4 and		
	subsequent classes		
Comm	nunicate in writing using d	ifferent genres of writing.	
Write a short autobiography.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Write a short biography about a famous	Prerequisite from Grade		
person.	3 to Grade 4 and		
	subsequent classes		
Write a list, homework assignment.		Core in relation to skills as it	
		develops students' ability to	
		prioritize tasks	
Write things to do.		Core in relation to skills as it	
		develops students' ability to	
		prioritize needs	
Write things to avoid.		Core in relation to skills as it	
		develops students' ability to	
		eliminate using logical	
		thinking	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Write directions for how to get	Prerequisite from Grade		
	somewhere.	3 to Grade 4 and		
		subsequent classes		
	Write a story about a personal experience	Prerequisite from Grade		
	with details to describe actions, thoughts,	3 to Grade 4 and		
	and feelings.	subsequent classes		
	Describe the most interesting	·	Core in relation to skills as it	
	character/scene in the story one currently		develops students' ability to	
	is reading about.		select and transfer	
			information	
	Write a short descriptive piece with	Prerequisite from Grade		
	descriptive details.	3 to Grade 4 and		
		subsequent classes		
	Develop a repertoire	of metacognitive strategie	es to solve language processing	problems.
	Examine titles, pictures, first and last lines	Prerequisite from Grade		
	to previous discourse.	3 to Grade 4 and		
		subsequent classes		
	Commit material to memory: write		Core in relation to skills as it	
	margin notes, summarize, form mental		develops students' ability to	
	images, underline/highlight important		use summarizing skills	
Thinking	information.			
	Self-evaluate: recognize one's strengths		Core in relation to skills as it	
	and weaknesses.		develops students' ability to	
			use personal information to	
			promote self-actualization	
	Reflect on the learning which has taken		Core in relation to skills as it	
	place: assess what has been mastered,		develops students' ability to	
	what remains unclear.		use personal information to	
			promote self-actualization	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

10.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.			
Set a specific learning goal.		Core in relation to skills as it	
		develops students' ability to	
		use personal information to	
		promote self- directed	
		learning	
Deve	lop information processing	g skills: literal and critical.	
Relate language experiences to life	Prerequisite from Grade		
experiences.	3 to Grade 4 and		
	subsequent classes		
Contrast two characters from the same		Core in relation to skills as it	
story; a favorite storybook character with		develops students' ability to	
a family member and friend.		comprehend, make	
		inferences and work	
		cooperatively	
Classify information in semantic groups,	Prerequisite from Grade		
lexical sets, timelines, and graphic	3 to Grade 4 and		
organizers.	subsequent classes		
Identify irrelevant information.	Prerequisite from Grade		
	3 to Grade 4 and		
	subsequent classes		
Deve	elop confidence and autono	omy as life-long learners.	
Request assistance from peers, adults,	Prerequisite from Grade		
parents.	3 to Grade 4 and		
	subsequent classes		
Give and receive feedback on work	Prerequisite from Grade		
presented.	3 to Grade 4 and		
	subsequent classes		

الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٦ تاريخ ٢٠١٦/٩٣، ٢٠١ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.



All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف الأساسنية ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣٦ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الرابع الأساسي

 Subject Matter:
 English Language and Literature
 Grade: Four
 Cycle 2 of Basic Education

References:

Decree No. 10227 of 8/5/1997

Details of the cur	Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997)				
		Details of the Curriculum Conten	t		
		Criterion for classifyi	ing each as core	Allocated Periods	
			Core in terms of	Language skills are taught	
			knowledge, skills,	in an integrated way which	
			attitudes, and / or values	engages students in various	
Skill	Core Objectives and Performance		activities. This is why	activities. This is why the	
JKIII	Tasks	Prerequisites with Identification		time will be divided equally	
				among the four main skills	
				whereas thinking and	
				grammar will be embedded	
				into the context.	
Listening		Comprehend explicit information	in spoken discourse.		
	Form and respond to literal	Prerequisite from Grade 4 to		27 periods	
	questions related to content.	Grade 5 and subsequent classes			
	Label, locate, or list items on printed		Core in relation to skills as it		
	page, map, or picture.		develops students' ability to		
			connect active listening		
			and attention to details		
	Complete an unfinished picture to		Core in relation to skills as it		
	match oral description.		develops students' ability to		
			connect active listening		
			and attention to details		



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	Recall major events heard.		Core in relation to skills as it	
	Recall major events neard.		develops students' ability to	
			connect active listening	
			and global comprehension	
Oro	ler a set of pictures in sequence.		Core in relation to skills as it	
Oic	iei a set of pictures in sequence.		develops students' ability to	
			put events, and ideas in a	
			•	
		Community and interpret on	logical order	
-		Comprehend and interpret sp	oken discourse.	
Dis	tinguish between main idea and	Prerequisite from Grade 4 to		
	details.	Grade 5 and subsequent classes		
lde	ntify the feelings of a speaker in		Core in relation to skills as it	
	a dialogue or short talk.		develops students' ability to	
			connect active listening to a	
			task	
	Organize ideas in sequence.	Prerequisite from Grade 4 to		
		Grade 5 and subsequent classes		
	Recall similarities of physical		Core in relation to skills as it	
	description heard.		develops students' ability to	
			identify descriptive	
			language mainly related to	
			the five senses	
P	redict content or outcomes of	Prerequisite from Grade 4 to		
situ	uations &/or information shared	Grade 5 and subsequent classes		
	orally on the basis of familiar			
	experiences.			
	Coi	mprehend, appreciate, and enjoy li	terary spoken discourse.	
Rela	ate the actions and/or feelings of	Prerequisite from Grade 4 to		
	eakers to personal experiences.	Grade 5 and subsequent classes		



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	Comment positively on the		Core in relation to skills as it	
	information conveyed.		develops students' ability to	
	,		provide feedback on	
			content	
		Expand linguistic analy	rsis skills.	
	Recognize the lexical family to which	Prerequisite from Grade 4 to		
	a word belongs.	Grade 5 and subsequent classes		
	Connect new vocabulary to	Prerequisite from Grade 4 to		
	meaning.	Grade 5 and subsequent classes		
	Identify basic intonation patterns.		Core in relation to skills as it	
			develops students' ability to	
			when the pitch of the voice	
			goes up or down in	
			speaking	
	Take down a recurrent grammatical		Core in relation to skills as it	
	structure.		develops students' ability to	
			connect active listening to	
			acquired structures	
	Locate and identify specific verbs.		Core in relation to skills as it	
			develops students' ability to	
			connect active listening to	
			a task	
		mprehend varied written discourse	e (prose and non-prose).	
	Ask and Respond to 'Wh-', 'Yes/No'	Prerequisite from Grade 4 to		27 periods
	and 'T/F' questions in complete	Grade 5 and subsequent classes		
	sentences.			
	Recall stated main ideas and/or	Prerequisite from Grade 4 to		
	details in informational and	Grade 5 and subsequent classes		
Reading	narrative passages.			



الأهداف الأساسنية <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٠ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Retell story events in sequence using chronological connectors. Link pronouns to referents. Link pronouns to referents. Link pronouns to referents. Prerequisite from Grade 4 to Grade 5 and subsequent classes Label items in maps, pictures, or charts according to description. Complete cause and effect statements based on simple narrative texts. Identify facts and opinions, fantasy and reality, problem and solution, etc. Predict contents of a reading selection based on a title and/or illustrations. Infer logical consequences after reading a text. Distinguish the major differences between two objects / characters, events, etc. Comprehend, appreciate and enjoy literary written discourse. Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes				
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Label items in maps, pictures, or charts according to description. Comprehend and interpret written discourse. Complete cause and effect statements based on simple narrative texts. Identify facts and opinions, fantasy and reality, problem and solution, etc. Predict contents of a reading selection based on a title and/or illustrations. Infer logical consequences after reading at ext. Distinguish the major differences between two objects / characters, events, etc. Comprehend, appreciate and enjoy literary written discourse. Express personal feelings about Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes Prerequisite from Grade 4 to Grade 5 and subsequent classes	Link pronouns to referents.	Prerequisite from Grade 4 to		
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Comprehend, appreciate and enjoy literary written discourse. Comment on setting and characters	between two objects / characters,	Grade 5 and subsequent classes		
Comment on setting and characters	events, etc.			
with reference to key details in text. Grade 5 and subsequent classes Express personal feelings about Prerequisite from Grade 4 to	Co	mprehend, appreciate and enjoy lit	erary written discourse.	
Express personal feelings about Prerequisite from Grade 4 to	Comment on setting and characters	Prerequisite from Grade 4 to		
	with reference to key details in text.	Grade 5 and subsequent classes		
characters, events, stories, visuals, Grade 5 and subsequent classes	Express personal feelings about	Prerequisite from Grade 4 to		
	characters, events, stories, visuals,	Grade 5 and subsequent classes		
etc.	etc.			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٠ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Identify and use contextual signal	Prerequisite from Grade 4 to		
clues to determine the particular	Grade 5 and subsequent classes		
meaning of words.	•		
Label or suggest synonyms and	Prerequisite from Grade 4 to		
antonyms.	Grade 5 and subsequent classes		
React to literature physically or		Core in relation to skills as it	
through art craft (clay model,		develops students' ability to	
drawing, etc.).		connect acquired learning	
		to creative production	
	Expand linguistic analy	sis skills.	
Assemble word families into	Prerequisite from Grade 4 to		
appropriate graphic organizers.	Grade 5 and subsequent classes		
Identify recurrent grammatical		Core in relation to skills as it	
structures.		develops students' ability to	
		reinforce what has been	
		learnt	
Name the parts of speech of new	Prerequisite from Grade 4 to		
words.	Grade 5 and subsequent classes		
Read grade-level text orally with		Core in relation to skills as it	
accuracy, appropriate rate, and		develops students' ability to	
expression.		read fluently	
Read grade-appropriate sight words	Prerequisite from Grade 4 to		
(grade Dolch words).	Grade 5 and subsequent classes		
	Convey information a	nd ideas.	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Answer questions related to self,	Prerequisite from Grade 4 to		27 periods
	others, and various content-matter	Grade 5 and subsequent classes		·
	areas.			
	Suggest a list of objects necessary		Core in relation to skills as it	
	for doing something.		develops students' ability to	
			prioritize what is needed	
	Describe a person, a place, an event,	Prerequisite from Grade 4 to		
	an object, the weather, etc.	Grade 5 and subsequent classes		
		Exchange opinions and inte	erpretations.	
	Find similarities between the	Prerequisite from Grade 4 to		
	characters and actions in a story, TV	Grade 5 and subsequent classes		
	program, play, etc.			
	Give reasons for accepting or	Prerequisite from Grade 4 to		
Oral	rejecting an offer or a course of	Grade 5 and subsequent classes		
Communication	action.			
	Make suggestions to peers.		Core in relation to skills as it	
			develops students' ability to	
			communicate cooperatively	
		E Callina internation	with others	
		Express feelings, interests	and attitudes	
	Express feelings, needs, desires,	Prerequisite from Grade 4 to		
	preferences, etc.	Grade 5 and subsequent classes		
	Comment on other people's feelings		Core in relation to skills as it	
	and interests.		develops students' ability to	
			communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Exchange personal feelings in		Core in relation to skills as it	
	structured conversations.		develops students' ability to	
			communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	
	Justify preferences.	Prerequisite from Grade 4 to		
		Grade 5 and subsequent classes		
	Demonstrate ver	bal participatory skills in oral prese	ntations, discussions, and simu	ulations.
	Contribute constructively to	Prerequisite from Grade 4 to		
	conversations and role-play.	Grade 5 and subsequent classes		
	Use appropriate polite ways to		Core in relation to skills as it	
	attract attention, interrupt or greet		develops students' ability to	
	an adult and/or peer.		communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	
	Make positive statements about	Prerequisite from Grade 4 to		
	peer's oral presentations.	Grade 5 and subsequent classes		
	Retell story at recall level to peers or		Core in relation to skills as it	
	others.		develops students' ability to	
			communicate with others	
			using what was learnt	
		Generate transactiona		
	Complete I.D's, and family trees.		Core in relation to skills as it	27 periods
Written			develops students' ability to	
Communication			communicate ideas and	
			information according to	
			different formats	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Write short comments about	Prerequisite from Grade 4 to		
projects, activities, visuals, etc.	Grade 5 and subsequent classes		
Write menus, recipes, and shopping		Core in relation to skills as it	
lists.		develops students' ability to	
		communicate ideas and	
		information according to	
		different formats	
Write simple notes, letters to pen-		Core in relation to skills as it	
pals and invitation cards.		develops students' ability to	
		communicate ideas and	
		information according to	
		different formats	
	Produce creative w	riting.	
Rewrite the end to the story.	Prerequisite from Grade 4 to		
	Grade 5 and subsequent classes		
Keep a journal / diary on a regular		Core in relation to skills as it	
basis.		develops students' ability to	
		communicate ideas and	
		information according to	
		different formats	
	Produce academic w	riting.	
Report on major events of a story,	Prerequisite from Grade 4 to		
school activities, community life,	Grade 5 and subsequent classes		
etc.			
Generate questions on the story for	Prerequisite from Grade 4 to		
others to answer.	Grade 5 and subsequent classes		
Write simple narrative paragraphs	Prerequisite from Grade 4 to		
with clear opening and concluding sentences.	Grade 5 and subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٤ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Review one's and others' writing.				
Use a checklist to refine content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes			
Revise words, sentences and ideas of a written piece. Proofread and edit a piece of writing.		Core in relation to skills as it develops students' ability to read critically and correct the product Core in relation to skills as it develops students' ability to embellish writing through adding or replacing missing or repeated words, reordering sentences in addition to checking the beginning, middle, and end of the writing. It also includes correcting spelling, capitalization, checking for a main idea, spelling and grammar		
Interpret and use correction signs and symbols.	Prerequisite from Grade 4 to Grade 5 and subsequent classes	epermit and grammar		
ana symbols.	Participate in guided a	ctivities.		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ا</u>للعام الدّراسيّ ۲۰۱۸ – ۲۰۲۰ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ۲۸/م/۲۰ تاريخ ۲۰۱۸/۵/۲۱ المبني على التّخفيف الصّادر ضمن التّعميم رقم ۲۱/م/۲ تاريخ ۲۰۱۳/۲۸ بلحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Provide descriptions using		core in relation to skills as it	
	memorized expressions.		develops students' ability to	
	memorized expressions.		develop accuracy rather	
			than fluency and	
			includes: repetition	
			scaffolding and	
			specific target language	
			focus	
	Select / provide appropriate title for	Prerequisite from Grade 4 to		
	short paragraphs.	Grade 5 and subsequent classes		
	Arrange scrambled words and/or	Prerequisite from Grade 4 to		
	sentences in the correct order.	Grade 5 and subsequent classes		
	Construct simple and compound	Prerequisite from Grade 4 to		
	sentences using appropriate	Grade 5 and subsequent classes		
	connectors.			
		Develop confidence in ability to con	mmunicate in writing.	
	Read one's writing to peers.		Core in relation to skills as it	
			develops students' ability to	
			read with fluency to	
			promote self-actualization	
		Demonstrate logical thinking	ng strategies.	
	Select alternative solutions.	Prerequisite from Grade 4 to		
Thinking		Grade 5 and subsequent classes		
	Determine irrelevant information in	Prerequisite from Grade 4 to		
	spoken or written discourse.	Grade 5 and subsequent classes		



الأهداف الأساسيّة <u>نمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٤ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسى ومرحلة التعليم الثانوي.

Predict outcomes or content.		Core in relation to skills as it develops students' ability to students to use information available, and prior knowledge to anticipate what will happen	
State reasons to support an opinion.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Use chronological order to organize a set of information.		Core in relation to skills as it develops students' ability to sequence events in context	
Tr	ansfer knowledge and skills from o	ne situation to another.	
Identify similarities and differences in content across subjects.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Relate what one is learning to familiar experiences or prior knowledge.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف الأساسيّة لمادة اللغة الإنكليزية و آدابها للعام الدّراسيّ ٢٠١٠ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٨١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّائر ضمن التّعميم رقم ٢١/م/٢٠١٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الخامس الأساسي

Subject Matter: English Language and Literature **Cycle 2 of Basic Education**

References:

Decree No. 10227 of 8/5/1997

Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998)								
	Details of the Curriculum Content							
		Criterion for clas	sifying each as core	Allocated Periods				
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.				
		Comprehend explicit	information in spoken discourse.					
	Form and respond to referential questions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		27 periods				
	Trace route / path on a		Core in relation to skills as it	·				
	map.		develops students' ability to					
			connect active listening and					
			attention to details with reading					
Listening			maps					
	Draw a picture to match		Core in relation to skills as it					
	oral description.		develops students' ability to					
			connect active listening and					
			attention to details with drawing					
	Identify phrases and	Prerequisite from Grade 5 to						
	sentences that have been	Grade 6 and subsequent classes						
	added to original version.							



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/٩٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Respond physically to		Core in relation to skills as it	
verbal messages.		develops students' ability to listen	
		actively and communicate through	
		TPR	
Take down specific		Core in relation to skills as it	
information and		develops students' ability to	
structures.		connect active listening and	
		attention to details with a task	
	Comprehend and	l interpret spoken discourse.	
Assign details to main	Prerequisite from Grade 5 to		
ideas.	Grade 6 and subsequent classes		
Interpret tone of	Prerequisite from Grade 5 to		
speakers.	Grade 6 and subsequent classes		
Arrange ideas into story	Prerequisite from Grade 5 to		
frames and webs.	Grade 6 and subsequent classes		
Infer similarities and	Prerequisite from Grade 5 to		
differences of physical	Grade 6 and subsequent classes		
descriptions heard.	•		
Draw plausible	Prerequisite from Grade 5 to		
conclusions of situations	Grade 6 and subsequent classes		
&/or information shared	•		
orally about outcomes or			
content.			
Relate content and/or	Prerequisite from Grade 5 to		
message heard to	Grade 6 and subsequent classes		
personal experiences or	·		
prior knowledge.			
Identify problem and	Prerequisite from Grade 5 to		
solution, facts and	Grade 6 and subsequent classes		
opinions.	·		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

1 _				1
C	Comprehend basic body		Core in relation to skills as it	
	language.		develops students' ability to	
			understand unspoken element of	
			communication that reveal true	
			feelings and emotions through	
			gestures, facial expressions and	
			posture	
		Comprehend, appreciate	, and enjoy literary spoken discourse.	
Re	epeat poems and songs.		Core in relation to skills as it	
			develops students' ability to read,	
			understand and appreciate based on	
			preferences	
E	Explain actions / feelings	Prerequisite from Grade 5 to		
	of the speaker.	Grade 6 and subsequent classes		
Pr	rovide rhyming words to		Core in relation to skills as it	
th	ne end of lines of a verse.		develops students' ability to	
			provide similar rhyming words in a	
			context	
	Complete a simple	Prerequisite from Grade 5 to		
r	response checklist on a	Grade 6 and subsequent classes		
р	peer's oral presentation.	·		
	·	Expand lii	nguistic analysis skills.	
	Cite key terms,	Prerequisite from Grade 5 to		
	transitionals, and	Grade 6 and subsequent classes		
	discourse markers.			
	Classify words into	Prerequisite from Grade 5 to		
	semantic or lexical	Grade 6 and subsequent classes		
	families.			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢ ٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify the meaning of a	Prerequisite from Grade 5 to		
	spoken word in a short	Grade 6 and subsequent classes		
	discourse.			
	Match intonation	Prerequisite from Grade 5 to		
	patterns to emotions.	Grade 6 and subsequent classes		
	Take down specific	Prerequisite from Grade 5 to		
	structures.	Grade 6 and subsequent classes		
	Infer a grammar rule from		Core in relation to skills as it	
	examples.		develops students' ability to infer	
			inductively through guessing	
			general rules from examples	
		Comprehend varied write	ten discourse (prose and non-prose).	
	Respond to various types	Prerequisite from Grade 5 to		27 periods
	of referential questions in	Grade 6 and subsequent classes		
	complete sentences.			
	Recall main ideas, actions,	Prerequisite from Grade 5 to		
	objects, or events, etc. in	Grade 6 and subsequent classes		
	informational and			
	narrative passages.			
Reading	Retell in sequence the	Prerequisite from Grade 5 to		
Heading	contents of a short text in	Grade 6 and subsequent classes		
	own words using			
	complete sentences.			
	Replace pronoun	Prerequisite from Grade 5 to		
	referents with proper	Grade 6 and subsequent classes		
	nouns.			
	Fill in a summary chart.	Prerequisite from Grade 5 to		
		Grade 6 and subsequent classes		
		Comprehend and	l interpret written discourse.	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Ide	ntify cause and effect	Prerequisite from Grade 5 to		
rel	lationships, facts and	Grade 6 and subsequent classes		
opii	nions, main ideas and			
SI	upporting details in			
	narrative and			
iı	nformational texts.			
Pred	dict contents of a text	Prerequisite from Grade 5 to		
	by accessing prior	Grade 6 and subsequent classes		
	knowledge and			
	experience.			
R	evise predictions of		Core in relation to reading skills as	
outo	comes / consequences		it develops students' ability to use	
1	from textual clues.		information available, and prior	
			knowledge to anticipate what will	
			happen	
Infe	r logical consequences		Core in relation to skills as it	
	by relating causal		develops students' ability to use	
	relationships.		reasoning regarding causes and	
			effects	
	ompare and contrast	Prerequisite from Grade 5 to		
	major similarities /	Grade 6 and subsequent classes		
_	erences between two			
C	objects, characters,			
	activities, etc.			
		Comprehend, appreciate	and enjoy literary written discourse.	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Ī			
Explain personal		Core in relation to skills as it	
identification with a		develops students' ability to use	
character.		personal information to promote	
		self-actualization	
Evaluate the author's		Core in relation to skills as it	
solution with reference to		develops students' ability to think	
key details in text.		critically after revisiting the	
		content	
Identify and use	Prerequisite from Grade 5 to		
transparent context clues	Grade 6 and subsequent classes		
to infer the particular			
meaning of words,			
multiple meaning words,			
and idiomatic			
expressions.			
Determine word meaning	Prerequisite from Grade 5 to		
through analysis of	Grade 6 and subsequent classes		
suffixes and prefixes.	•		
Combine word parts to	Prerequisite from Grade 5 to		
create new words.	Grade 6 and subsequent classes		
Select or suggest	Prerequisite from Grade 5 to		
synonyms, antonyms, and	Grade 6 and subsequent classes		
homographs.	·		
React to literature		Core in relation to skills as it	
physically or through art-		develops students' ability to	
craft (collage, painting,		connect acquired learning to	
writing a verse, etc.).		creative production	
	Expand lir	nguistic analysis skills.	
Infer a grammar rule from	Prerequisite from Grade 5 to		
examples.	Grade 6 and subsequent classes		
'	•		



	Classify new words into established patterns. Read grade-level text orally with accuracy, appropriate rate, and expression. Read grade-appropriate sight words (part one of the nouns Dolch words). Identify common connectives in narrative and informational texts.	Prerequisite from Grade 5 to Grade 6 and subsequent classes	Core in relation to skills as it develops students' ability to organize and classify words Core in relation to skills as it develops students' ability to read aloud Core in relation to skills as it develops students' ability to use time connectives in order to (instruct, recount and sequence), comparative connectives (compare, discuss, argue), explaining connectives (e.g. means for example), listing connectives	
			(first, next), and causal connectives (so, because) in context	
		Convey ir	nformation and ideas.	
	Talk about various content-matter areas.	,		
Oral Communication	Identify common connectives in narrative and informational	Prerequisite from Grade 5 to Grade 6 and subsequent classes		27 periods
	Give instructions on how to do something using visuals.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		



Discus	ss historical places,		Core in relation to skills as it develops students' ability	
	narks of a country,		to present descriptions in detail	
landii	etc.		for others to examine and	
	etc.		comment	
Dot	ect and describe		Core in relation to skills as it	
	rences between a			
			develops students' ability to describe differences with an	
	re and an altered			
	version of it.		attention to details	
	cribe past events	Prerequisite from Grade 5 to		
	occurred at school	Grade 6 and subsequent classes		
	d/or in the local			
	community.			
	eal life incidents or	Prerequisite from Grade 5 to		
	ties that happened	Grade 6 and subsequent classes		
to self	or family members.			
Recour	nt real or imaginary		Core in relation to skills as it	
eve	nts to peers and		develops students' ability to	
	others.		communicate with others	
		Exchange opir	nions and interpretations.	
Re	cognize several	Prerequisite from Grade 5 to		
si	imilarities and	Grade 6 and subsequent classes		
diffe	erences between			
charac	cters or actions in a			
stor	y, a play, or a TV			
	program, etc.			
Propos	se alternatives to a	Prerequisite from Grade 5 to		
·	gested course of	Grade 6 and subsequent classes		
	action.	·		



Provide an alibi for personal actions.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	
Explain the message of a printed visual or graphic material (logo, ad, etc.).		Core in relation to skills as it develops students' ability to explain or infer messages through viewing	
Express and/or inquire about agreement or disagreement.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Express feeling	gs, interests and attitudes.	
Express personal moods, feelings, interests, etc.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Talk about strategies for coping with personal problems.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Talk about aptitudes, abilities and preferences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Sympathize with the problems of others. e.g., animals in captivity.		Core in relation to skills as it develops students' ability to express feelings and empathize	
	onstrate verbal participatory skills	in oral presentations, discussions, an	d simulations.
Initiate a conversation		Core in relation to skills as it	
with peers or adults.		develops students' ability to communicate cooperatively with others	



	Observe turn-taking rules in oral discussions, simulations and activities.		Core in relation to skills as it develops students' ability to communicate cooperatively with others	
	Discuss social and environmental problems (e.g., theft, poverty, pollution, etc.).	Prerequisite from Grade 5 to Grade 6 and subsequent classes	others	
	Explain an experiment with proper examples.		Core in relation to skills as it develops students' ability to present information including: title, objective, materials, steps followed, results and conclusion	
		Generate	transactional writing.	
	Write letters to friends.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		27 periods
	Plan steps for different activities.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Written	Devise announcements, instructions, ads, etc following a certain model.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Communication	Complete forms for school-related activities.		Core in relation to skills as it develops students' ability to complete different formats	
		Produc	ce creative writing.	
	Add events to a narrative piece with descriptive details.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		



Maintain a journal / diary	Prerequisite from Grade 5 to		
on a regular basis.	Grade 6 and subsequent classes		
Fill in bubbles in a cartoon	Grade o and subsequent classes	Core in relation to skills as it	
strip.		develops students' ability to fill in	
		a few images: themes of humor,	
		topics on issues, telling stories,	
		making comic strips, or presenting	
		characters using concise language	
	Produce	e academic writing.	
Write a school-related		Core in relation to skills as it	
report to present to an		develops students' ability to design	
audience.		the content and present to an	
		audience	
Formulate referential	Prerequisite from Grade 5 to		
questions on the story for	Grade 6 and subsequent classes		
others to answer.			
Develop paragraphs in the	Prerequisite from Grade 5 to		
following rhetorical	Grade 6 and subsequent classes		
modes: narration and	·		
how-to process.			
Organize notes in	Prerequisite from Grade 5 to		
summary form.	Grade 6 and subsequent classes		
,	•	e's and others' writing.	
Use a checklist to refine	Prerequisite from Grade 5 to		
content and form.	Grade 6 and subsequent classes		
Revise the composition by	Prerequisite from Grade 5 to		
adding or deleting ideas	Grade 6 and subsequent classes		
or words.	·		



Proofread and e	dit a Prerequisite from Grade 5 to		
piece of writin	ng. Grade 6 and subsequent classes		
Elicit advice from	peers	Core in relation to skills as it	
for correction of co	ontent.	develops students' ability to accept	
		other's opinions and work	
		cooperatively	
Add descriptive wo	ords to	Core in relation to skills as it	
better express mo	ood or	develops students' ability to use	
feelings.		learnt adjectives and adverbs	
	Particip	ate in guided activities.	
Provide an approp	priate Prerequisite from Grade 5 to		
title, topic or conc	luding Grade 6 and subsequent classes		
sentence.			
Arrange scramb	oled Prerequisite from Grade 5 to		
sentences / paragra	aphs in Grade 6 and subsequent classes		
the correct ord	ler.		
Use suitable joining	g words Prerequisite from Grade 5 to		
to devise compo	ound Grade 6 and subsequent classes		
sentences.			
Chart similarities	and Prerequisite from Grade 5 to		
differences on a g	raphic Grade 6 and subsequent classes		
organizer.			
Complete an unfir	nished	Core in relation to skills as it	
text.		develops students' ability to use	
		logical thinking to extend learning	
	Develop confidence i	n ability to communicate in writing.	



			Core in relation to skills as it	Integrated within the objectives
	Submit writing to the		develops students' self –	micegrated within the objectives
	school magazine.		evaluation to be confident to	
	serioor magazine.		publish to a targeted audience	
		Demonstrate	logical thinking strategies.	
	Propose alternative	Prerequisite from Grade 5 to		
	solutions.	Grade 6 and subsequent classes		
		•		
	State reasons to support	Prerequisite from Grade 5 to		
	an opinion.	Grade 6 and subsequent classes		
	Summarize information	Prerequisite from Grade 5 to		
	using charts and frames.	Grade 6 and subsequent classes		
	Prioritize a list of facts,		Core in relation to skills as it	
	items, assignments for		develops students' ability to	
	the completion of a task,		prioritize for finalizing a task	
	etc.			
Thinking	Visualize a printed or oral		Core in relation to skills as it	
HIIIKIII	text through the use of		develops students' ability to	
	graphic organizers,		analytically view the product	
	illustrations or			
	dramatizations.			
	Deduce rules based on		Core in relation to skills as it	
	linguistic analysis.		develops students' ability to reach	
			conclusions by reasoning or	
			inferring from a general principle	
		Transfer knowledge and	skills from one situation to another.	
	Retrieve knowledge and	Prerequisite from Grade 5 to		
	skills from other content	Grade 6 and subsequent classes		
	areas.			



Access prior knowledge to	Prerequisite from Grade 5 to	
draw relationships.	Grade 6 and subsequent classes	

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التّعليميّة الأساسيّة لِمنهج مادّة اللغة الإنكليزية للصف السادس الأساسي

Subject Matter: English Language and Literature **Cycle 2 of Basic Education Grade:** Six

References:

Decree No. 10227 of 8/5/1997

Details of the cu	Details of the curriculum content of English Language and Literature					
		Details of the Curriculum Conten	t			
		Criterion for classifyir	Allocated Periods			
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.		
Listening		Comprehend explicit information	in spoken discourse.			
	Generate questions on text.	Prerequisite from Grade 6 to Grade		27 periods		
		7 and subsequent classes				
	Comment on oral descriptions.	Prerequisite from Grade 6 to Grade				
		7 and subsequent classes				
	Retell story in own words.	Prerequisite from Grade 6 to Grade				
		7 and subsequent classes				
	Restate steps in a process.	Prerequisite from Grade 6 to Grade				
		7 and subsequent classes				
	Recognize irrelevant information.	Prerequisite from Grade 6 to Grade				
		7 and subsequent classes				
	Follow a set of instructions.	Prerequisite from Grade 6 to Grade				
		7 and subsequent classes				



	Comprehend and interpret spe	oken discourse.	
Plot main ideas and details using		Core in relation to skills as it	
graphic organizers.		develops students' ability to	
		find the main point of a	
		paragraph and specific	
		information supporting it	
Discuss hidden messages in	Prerequisite from Grade 6 to Grade		
speaker's short talk or dialogue.	7 and subsequent classes		
Comment on tone.	Prerequisite from Grade 6 to Grade		
	7 and subsequent classes		
Arrange ideas into story frames and	Prerequisite from Grade 6 to Grade		
webs taking into consideration key	7 and subsequent classes		
terms and transitionals.			
Compare and contrast different	Prerequisite from Grade 6 to Grade		
descriptions of one item, event or	7 and subsequent classes		
person.			
Provide alternative solutions to	Prerequisite from Grade 6 to Grade		
problems.	7 and subsequent classes		
Interpret non-verbal		Core in relation to skills as it	
communication.		develops students' ability to	
		understand unspoken	
		element of communication	
		that reveal true feelings and	
		emotions through gestures,	
		facial expressions and	
		posture	
	Comprehend, appreciate, and enjoy lit	erary spoken discourse.	



	Repeat poems with attention to rhyme and rhythm. Relate characters to actions and	Prerequisite from Grade 6 to Grade 7 and subsequent classes	Core in relation to skills as it develops students' ability to recite using rhyme to support musicality and rhythm to set a pattern	
	settings.	Expand linguistic analys	cic skills	
	Classify key terms and transitionals.	Prerequisite from Grade 6 to Grade 7 and subsequent classes	ois skiiis.	
	Classify vocabulary words according to semantic and lexical families.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Give definitions of new words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Relate intonational patterns to purpose.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
		Comprehend varied written discourse	(prose and non-prose).	
	Answer various types of referential/inferential questions in complete sentences.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		27 periods
	Discuss main ideas and events in informational and narrative passages.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Paraphrase the contents of a short text using complete sentences.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Reading	Identify and explain pronoun referents.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		



Write	e labels for missing elements in		Core in relation to skills as it	
	n-prose texts (graphs, charts,		develops students' ability to	
	diagrams, etc.).		comprehend, choose	
	, , , , , ,		essential words, guide the	
			readers	
	Chart specific information.		Core in relation to skills as it	
	·		develops students' ability to	
			classify	
		Comprehend and interpret wr	itten discourse.	
	Explain cause and effect	Prerequisite from Grade 6 to Grade		
re	elationships in narrative and	7 and subsequent classes		
	informational texts.			
D	istinguish between personal		Core in relation to skills as it	
or	pinions and factual opinions.		develops students' ability to	
			comprehend and develop	
			their critical and analytical	
			skills in both reading and	
			listening	
Diff	ferentiate between fiction and	Prerequisite from Grade 6 to Grade		
	non-fiction.	7 and subsequent classes		
Dis	scuss elements of fiction and	Prerequisite from Grade 6 to Grade		
	non-fiction.	7 and subsequent classes		
	Predict contents of a text by		Core in relation to reading	
acce	essing knowledge from content		skills as it develops	
ma	atter areas and from personal		students' ability to use	
	experiences.		information available, and	
			prior knowledge to	
			anticipate what will happen	



Justify and confirm inferences		Core in relation to skills as	
about outcomes.		it develops students' ability	
		to comprehend using	
		higher level guiding	
		questions (why,	
		how, what) and clues	
		to connect outcomes	
		with justifications	
Categorize similarities and	Prerequisite from Grade 6 to Grade		
differences between characters,	7 and subsequent classes		
actions, feelings, etc.			
	Comprehend, appreciate and enjoy lite	erary written discourse.	
Justify feelings about characters,	Prerequisite from Grade 6 to Grade		
events, etc.	7 and subsequent classes		
Infer meaning from specific	Prerequisite from Grade 6 to Grade		
examples, definitions, or from	7 and subsequent classes		
general context.			
Analyze word parts to deduce	Prerequisite from Grade 6 to Grade		
meaning of new words.	7 and subsequent classes		
Recognize and provide synonyms,	Prerequisite from Grade 6 to Grade		
antonyms, homographs, and	7 and subsequent classes		
homophones.			
	Expand linguistic analys	sis skills.	
Read grade-level text orally with		Core in relation to skills as it	
accuracy, appropriate rate, and		develops students' ability to	
expression.		read aloud	



	Read grade-appropriate sight		Core in relation to skills as it	
	words (part two of the nouns Dolch		develops students' ability to	
	words).		read aloud and	
			comprehend commonly	
			used words in contexts	
	Identify the discourse markers.		Core in relation to skills as it	
			develops students' ability to	
			identify attitude through	
			words that connect, organize	
			and manage what is said or	
			written(e.g. Okay , right)	
	Chart common derivatives from		Core in relation to skills as it	
	base.		develops students' ability to	
			classify words that are	
			formed from existing words	
			in context	
			(e.g. treatment from treat)	
	Interpret basic connotations of		Core in relation to skills as it	
	high frequency words.		develops students' ability to	
			differentiate between	
			denotation(dictionary	
			definition e.g. white is a color)	
			and connotation (its	
			association with positive	
			feelings: a symbol of peace)	
Oral		Convey information an	d ideas.	
Oral - Communication	Discuss topics from different	Prerequisite from Grade 6 to Grade		27 periods
Communication	content matter areas.	7 and subsequent classes		



_			
Explain the process of making	Prerequisite from Grade 6 to Grade		
things.	7 and subsequent classes		
Compare and contrast two similar	Prerequisite from Grade 6 to Grade		
pictures, objects, persons.	7 and subsequent classes		
Narrate major historical events,	Prerequisite from Grade 6 to Grade		
calamities, disasters which	7 and subsequent classes		
happened in the country or the			
world at large.			
Suggest plans for projects, games,	Prerequisite from Grade 6 to Grade		
holidays, etc.	7 and subsequent classes		
	Exchange opinions and inte	erpretations.	
Question the actions of main	Prerequisite from Grade 6 to Grade		
characters in a story, TV program,	7 and subsequent classes		
play, etc.			
Examine reasons for actions,	Prerequisite from Grade 6 to Grade		
behaviors, moods, etc.	7 and subsequent classes		
Propose justifications for usual	Prerequisite from Grade 6 to Grade		
behavior and explanations for	7 and subsequent classes		
natural phenomena, events or			
calamities.			
Convince others of personal point		Core in relation to skills as it	
of view.		develops students' ability to	
		communicate using	
		reasoning and convincing	
		skills	
Create an alibi for self or another		Core in relation to skills as it	
character.		develops students' ability to	
		communicate using	
		reasoning and convincing	
		skills	



Interpret visuals, graphics, logos,	Prerequisite from Grade 6 to Grade		
ads, etc.	7 and subsequent classes		
Give examples of inventions and		Core in relation to skills as it	
say how they changed our lives.		develops students' ability to	
		connect learning to real life	
		situations	
	Express feelings, interests a	nd attitudes.	
Describe personal moods, feelings,	Prerequisite from Grade 6 to Grade		
and reactions to specific current	7 and subsequent classes		
events.			
Examine strategies for coping with	Prerequisite from Grade 6 to Grade		
personal/social problems.	7 and subsequent classes		
Discuss aptitudes, requirements,	Prerequisite from Grade 6 to Grade		
and routine needs.	7 and subsequent classes		
		Core in relation to skills as it	
Empathize with the problems of		develops students' ability to	
others.		use appropriate language to	
		express feelings	
	verbal participatory skills in oral preser	ntations, discussions, and simu	lations.
Initiate, maintain and conclude a	Prerequisite from Grade 6 to Grade		
structured conversation with peers and adults.	7 and subsequent classes		
Use basic courtesy and formulaic	Prerequisite from Grade 6 to Grade		
expressions correctly.	7 and subsequent classes		
Narrate a story, read or heard,	Prerequisite from Grade 6 to Grade		
observing the sequence of events.	7 and subsequent classes		
Discuss social and environmental	Prerequisite from Grade 6 to Grade		
problems (e.g., theft, poverty,	7 and subsequent classes		
pollution, etc.).			



			Core in relation to skills as it		
			develops students' ability to		
	Explain an experiment with visual		present visuals including:		
	aids.		title, objective, materials,		
	4.45.		steps followed , results and		
			conclusion		
			Core in relation to skills as it		
	Give an oral account of a famous		develops students' ability to		
	Lebanese author, artist, inventor,		summarize and present		
	etc.		information		
			Core in relation to skills as it		
	Debate both sides of an issue.		develops students' ability to		
	Debate both sides of an issue.		developing convincing skills		
			for the two sides		
	Generate transactional writing.				
	Write letters to peers or adults.	Prerequisite from Grade 6 to Grade		27 periods	
		7 and subsequent classes			
	Write announcements, notes,		Core in relation to skills as it		
	editorials, classified ads,		develops students' ability to		
	brochures		use different formats		
Written			and use accurate and		
Communication			concise language		
Communication					
	Complete forms for different		Core in relation to skills as it		
	purposes.		develops students' ability to		
			complete different formats		
		Produce creative wr	iting.		
	Write about real or imagined	Prerequisite from Grade 6 to Grade			
	events with descriptive details.	7 and subsequent classes			



Extend a story with a series of new	Prerequisite from Grade 6 to Grade		
events.	7 and subsequent classes		
Write character descriptions.	Prerequisite from Grade 6 to Grade		
	7 and subsequent classes		
Keep a journal/ diary on a regular	Prerequisite from Grade 6 to Grade		
basis.	7 and subsequent classes		
Create captions for visuals, posters,		Core in relation to skills as it	
advertisements, etc.		develops students' ability to	
		create captions	
		and make inferences using	
		clues from visuals and prior	
		knowledge	
	Produce academic w	riting.	
Write a report on various assigned		Core in relation to skills as it	
topics.		develops students' ability to	
		design the content and	
		present to an audience	
Compose coherent organized	Prerequisite from Grade 6 to Grade		
paragraph(s) in the following	7 and subsequent classes		
rhetorical modes: narration,			
compare and contrast, description			
and how-to process.			
Summarize narrative texts from	Prerequisite from Grade 6 to Grade		
graphic organizers.	7 and subsequent classes		
	Review one's and others	s' writing.	
Revise the composition by adding	Prerequisite from Grade 6 to Grade		
or deleting ideas or words.	7 and subsequent classes		
Proofread and edit a piece of	Prerequisite from Grade 6 to Grade		
writing.	7 and subsequent classes		



Participate in an interview with		Core in relation to skills as it	
peers to elicit feedback on content		develops students' ability to	
and form.		edit own writing after	
		communicating with others	
Make changes to suit the audience		Core in relation to skills as it	
in mind and the purpose of writing.		develops students' ability to	
		make adaptations	
		considering multiple	
		variables	
	Participate in guided a	ctivities.	
Arrange scrambled sentences or	Prerequisite from Grade 6 to Grade		
paragraphs into logical order.	7 and subsequent classes		
Combine sentences using suitable	Prerequisite from Grade 6 to Grade		
connectors to create compound	7 and subsequent classes		
and complex sentences.			
Complete an unfinished text.	Prerequisite from Grade 6 to Grade		
	7 and subsequent classes		
Produce short narrative texts	Prerequisite from Grade 6 to Grade		
following model paragraphs.	7 and subsequent classes		
Provide topic sentences for	Prerequisite from Grade 6 to Grade		
narrative or descriptive paragraphs.	7 and subsequent classes		
Reconstruct a paragraph by		Core in relation to skills as it	
replacing existing words and		develops students' ability to	
phrase with new ones.		use logical thinking to	
		extend learning	
	Develop confidence in ability to con	nmunicate in writing.	



	Read one's writing to peers.		Core in relation to skills as it develops students' ability to communicate with others and read aloud expressively Core in relation to skills as	
	Submit writing to the school magazine.		it develops students' self - confidence to publish to the public	
		Demonstrate logical thinkir	ng strategies.	
	Solve a variety of real life situation problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Rank an idea or opinion according	Prerequisite from Grade 6 to Grade		
	to order of importance.	7 and subsequent classes		
	Organize information.	Prerequisite from Grade 6 to Grade		
		7 and subsequent classes		
	Reconstruct information.	Prerequisite from Grade 6 to Grade		
Thinking		7 and subsequent classes		
J	Classify words, concepts,		Core in relation to skills as it	
	terminology according to their		develops students' ability to	
	attributes.		systematically group items	
			by kind	
	Evaluate information extracted		Core in relation to skills as it	
	from a text.		develops students' ability to	
			analyze information	
			objectively, compare and	
			make reasoned judgments	



Apply inductive and deductive reasoning to infer language rules.	Prerequisite from Grade 6 to Grade 7 and subsequent classes	Core in relation to skills as it develops students' ability to use both approaches: A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rule-discovery) starts with some examples from which a rule is inferred	
	Transfer knowledge and skills from or	ne situation to another.	
Make verbal associations between new information and information previously learned.		Core in relation to skills as it develops students' ability to analyze information objectively, compare and make reasoned judgments	
Relate what one in learning to personal experiences or prior knowledge.	Prerequisite from Grade 6 to Grade 7 and subsequent classes	, .	

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف السابع الأساسي

Subject Matter: English Language and Literature References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997) **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢٠ المطقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in skills, attitudes, and / or an integrated way which engages students in various values **Core Objectives and Performance** activities. This is why the Skill **Prerequisites with Identification** Tasks time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate understanding of increasingly complex and varied audio input. Listening Prerequisite from Grade 7 to 27 periods Grade 8 and subsequent classes Identify main ideas. Core in relation to skills as it Order sequence and series of develops students' ability to remember and recall ideas events. Recognize and discriminate aspects of spoken discourse.

Use cloze procedure to focus on a

specific linguistic component.

Core in relation to skills as it.

develops students' ability to

utilize language components



		Prerequisite from Grade 7 to		
	Identify setting and topic.	Grade 8 and subsequent classes		
	Paraphrase events/actions of what	Prerequisite from Grade 7 to		
	is heard.	Grade 8 and subsequent classes		
			Core in relation to skills as it	
	Use graphic organizers to chart		develops students' ability to	
	information heard.		organize their thoughts	
	Outline ideas based on alues	Prerequisite from Grade 7 to		
	Outline ideas based on clues.	Grade 8 and subsequent classes		
		Demonstrate critical understandi	ing of spoken discourse.	
			Core in relation to skills as it	
	Propose an alternative to a plan		develops students' ability to	
	presented by a speaker.		solve problems	
			Core in relation to attitude	
			as it develops students'	
			ability to set a clear purpose	
			and to establish an	
	Identify the speaker's purpose,		appropriate attitude with a	
	tone and attitude.		proper tone of voice	
			Core in relation to skills as it	
			develops students' ability to	
	Distinguish facts from opinions.		be objective	
	Identify differences between two	Prerequisite from Grade 7 to		
	versions of an incident.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Provide a plausible conclusion.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Relate ideas to one's experience.	Grade 8 and subsequent classes		
Reading		Comprehend written discourse u	ising text-related clues.	



Fill in a cloze passage with	Prerequisite from Grade 7 to		27 periods
appropriate word forms.	Grade 8 and subsequent classes		
Identify context clues which help	Prerequisite from Grade 7 to		
decode unfamiliar lexis.	Grade 8 and subsequent classes		
Match underlined vocabulary	Prerequisite from Grade 7 to		
words to	Grade 8 and subsequent classes		
synonyms/antonyms/definitions/			
phrasal verbs.			
Provide the meanings of prefixes	Prerequisite from Grade 7 to		
and suffixes found in the text.	Grade 8 and subsequent classes		
	Demonstrate critical under	standing of a text.	
		Core in relation to skills as it	
		develops students' ability to	
Distinguish fact from opinion.		be objective	
Select the appropriate outcome or	Prerequisite from Grade 7 to		
conclusion.	Grade 8 and subsequent classes		
Identify cause-effect chains	Prerequisite from Grade 7 to		
mentioned.	Grade 8 and subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
		balance and view the same	
List similarities/differences in two		issue from different	
articles on the same subject.		perspectives	
	Prerequisite from Grade 7 to		
Identify the author's purpose.	Grade 8 and subsequent classes		
Choose the best title for an	Prerequisite from Grade 7 to		
extract/story/poem or article.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Select the context for an extract.	Grade 8 and subsequent classes		



			ı	
			Core in relation to skills as it	
			develops students' ability to	
	Interpret charts, graphs, tables,		analyze and transform data	
	etc.		into discourse	
			Core in relation to attitude	
			as it develops students'	
			ability to establish an	
	Determine the author's attitude.		appropriate attitude	
		Develop basic comprehension of	appropriate literature.	
	Identify main characters, setting,	Prerequisite from Grade 7 to		
	and theme.	Grade 8 and subsequent classes		
	Summarize the plot elements of a	Prerequisite from Grade 7 to		
	story.	Grade 8 and subsequent classes		
	State the problems faced by the	Prerequisite from Grade 7 to		
	main character(s).	Grade 8 and subsequent classes		
	Design a poster/ad for a literary	Prerequisite from Grade 7 to		
	work.	Grade 8 and subsequent classes		
		Seek and/or provide i	nformation.	
	Describe the steps of a simple	Prerequisite from Grade 7 to		27 periods
	process.	Grade 8 and subsequent classes		
			Core in relation to skills as it	
Oral			develops students' ability to	
Communication	Give directions / instructions.		follow a specific structure	
Communication	Communic	ate and/or justify intellectual / emo	otional / moral issues and posit	ions.
		Prerequisite from Grade 7 to		
	Deny an accusation.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Say why you agree/disagree.	Grade 8 and subsequent classes		



Communication	Punctuate an unedited text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		27 periods
Written	De	velop and enhance writing skills thr	rough semi-guided activities.	
	oral presentation.		criticism respectfully	
	Give and receive feedback on an		ability to criticize and accept	
			as it develops students'	
			Core in relation to attitudes	
	from subject areas.		logical justifications	
	Discuss and take a stand on issues		state opinions and give	
			develops students' ability to	
			Core in relation to skills as it	
	movie, etc.		state opinions objectively	
	Give an oral report on a book,		develops students' ability to	
			Core in relation to skills as it	
	Initiate /conclude a conversation.		conversation in a polite way	
			ability to start and end a	
			as it develops students'	
	•	, ,	Core in relation to attitudes	
		and conclude a variety of practical ,	social and professional conver	sation acts.
	of doing something.	C. 440 C 4.10 C4.2004		
	believe you're capable / incapable	Grade 8 and subsequent classes		
	Give one or more reasons why you	Prerequisite from Grade 7 to		
	refuse to do something.	Grade 8 and subsequent classes		
	Give one or more reasons why you	Prerequisite from Grade 7 to		
	a given situation.	Grade & and subsequent classes		
	Describe the way characters from different stories must have felt in	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
		·		
	Propose a solution to a problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		



Write a suitable title for a given	Prerequisite from Grade 7 to		
paragraph.	Grade 8 and subsequent classes		
Select an appropriate topic or	Prerequisite from Grade 7 to		
concluding sentence.	Grade 8 and subsequent classes		
Combine sentences with a suitable	Prerequisite from Grade 7 to		
joining word.	Grade 8 and subsequent classes		
Mark places where connectives	Prerequisite from Grade 7 to		
are missing/inadequate in a text.	Grade 8 and subsequent classes		
Fill in missing cohesive devices in a	Prerequisite from Grade 7 to		
text.	Grade 8 and subsequent classes		
Distinguish between	Prerequisite from Grade 7 to		
relevant/irrelevant details.	Grade 8 and subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
		analyse and synthesize as	
		they recombine things in a	
Reconstruct scrambled texts.		logical manner	
Given the topic and concluding	Prerequisite from Grade 7 to		
sentences, write the body.	Grade 8 and subsequent classes		
	Produce expressive, transactiona	al, and creative writing.	
	Prerequisite from Grade 7 to		
Rewrite the end of a story.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Describe a process.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Write short research papers.	Grade 8 and subsequent classes		
	Apply process writ	ing skills.	
	paragraph. Select an appropriate topic or concluding sentence. Combine sentences with a suitable joining word. Mark places where connectives are missing/inadequate in a text. Fill in missing cohesive devices in a text. Distinguish between relevant/irrelevant details. Reconstruct scrambled texts. Given the topic and concluding sentences, write the body. Rewrite the end of a story. Describe a process.	Select an appropriate topic or concluding sentence. Combine sentences with a suitable joining word. Mark places where connectives are missing/inadequate in a text. Fill in missing cohesive devices in a text. Distinguish between relevant/irrelevant details. Reconstruct scrambled texts. Given the topic and concluding sentences, write the end of a story. Rewrite the end of a story. Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes	Select an appropriate topic or concluding sentence. Combine sentences with a suitable joining word. Mark places where connectives are missing/inadequate in a text. Fill in missing cohesive devices in a text. Distinguish between relevant/irrelevant details. Reconstruct scrambled texts. Given the topic and concluding sentences, write the end of a story. Rewrite the end of a story. Select an appropriate topic or concluding Sentences. Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things in a logical manner Produce expressive, transactional, and creative writing. Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes



			Core in relation to skills as it
	Calast and name of tanks		develops students' ability to
	Select and narrow a topic.		make appropriate choices
	Organize ideas into clusters and	Prerequisite from Grade 7 to	
	lists.	Grade 8 and subsequent classes	
			Core in relation to skills as it
			develops students' ability to
	Take notes from audio-visual		take notes from various
	input.		modes
			Core in relation to attitude
	Identify the purpose of a writing		as it develops students'
	task.		ability to set a clear purpose
			Core in relation to attitude
			as it develops students'
			ability to vary style and level
	Identify audience: self, peers,		of formality depending on
	teacher, other.		the audience
	·		Core in relation to skills as it
			develops students' ability to
	Write multiple drafts.		edit and proofread
	Use correction signs and symbols	Prerequisite from Grade 7 to	
	to revise drafts.	Grade 8 and subsequent classes	
	Indicate places where more	Prerequisite from Grade 7 to	
	supporting detail (facts, examples)	Grade 8 and subsequent classes	
	is required.	·	
F	Add descriptive	Prerequisite from Grade 7 to	
	adjectives/adverbs to express the	Grade 8 and subsequent classes	
	mood or feeling conveyed more	•	
	clearly.		



	Indicate places where short	Prerequisite from Grade 7 to		
	sentences can be joined with a	Grade 8 and subsequent classes		
	transition word.			
			Core in relation to values as	
	Share writing through oral		it develops students' self	
	reading.		confidence	
			Core in relation to values as	
			it develops students' ability	
			to self express themselves	
	Design a poster for your writing.		and boost their creativity	
	Develop thir	nking strategies in problem-solving,	decision-making and conceptu	alizing.
			Core in relation to skills as it	
	Identify a problem presented in a		develops students' ability to	
	text.		deal with problems	
	Organize graphically data which	Prerequisite from Grade 7 to		
	represent a problem.	Grade 8 and subsequent classes		
	Choose an appropriate	Prerequisite from Grade 7 to		
	solution/plan for a given problem.	Grade 8 and subsequent classes		
Thinking			Core in relation to skills as it	
			develops students' ability to	
	Paraphrase, summarize and		organize ideas and	
	organize text.		restructure them	
		Prerequisite from Grade 7 to		
	Define a goal for self or group.	Grade 8 and subsequent classes		
	Identify options for attaining the	Prerequisite from Grade 7 to		
	goal.	Grade 8 and subsequent classes		
	Brainstorm alternatives related to	Prerequisite from Grade 7 to		
	the same concept.	Grade 8 and subsequent classes		



Identify examples and attributes	Prerequisite from Grade 7 to		
related to a concept.	Grade 8 and subsequent classes		
Classify, organize and categorize		Core in relation to skills as it	
information.		develops students' ability to	
		organize ideas and	
		restructure them	
	Develop critical thin	iking skills.	
Distinguish between facts and	Prerequisite from Grade 7 to		
opinions.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Identify the source.	Grade 8 and subsequent classes		
Identify components of an	Prerequisite from Grade 7 to		
argument.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Generate simple questions.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Determine irrelevant information.	Grade 8 and subsequent classes		
Identify common types of logical	Prerequisite from Grade 7 to		
fallacies in an argument.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Draw appropriate conclusions.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Give and receive feedback.	Grade 8 and subsequent classes		
Recognize patterns of deductive,	Prerequisite from Grade 7 to		
inductive and analogical	Grade 8 and subsequent classes		
reasoning.			
	Transfer information from one	e context to another.	
Make logical inferences based on	Prerequisite from Grade 7 to		
the text.	Grade 8 and subsequent classes		



Identify learned strategies to solve	Prerequisite from Grade 7 to		
new problems.	Grade 8 and subsequent classes		
	Prerequisite from Grade 7 to		
Classify information.	Grade 8 and subsequent classes		
Synthesize ideas from sources to	Prerequisite from Grade 7 to		
produce sentences, paragraphs.	Grade 8 and subsequent classes		
		Core in relation to skills as it	
Evaluate information against a set		develops students' ability to	
of established criteria.		give objective judgements	

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثامن الأساسي

Subject Matter: English Language and Literature Grade: Eight **Cycle 3 of Basic Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998) **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in skills, attitudes, and / or an integrated way which engages students in various values **Core Objectives and Prerequisites with** Skill activities. This is why the time **Performance Tasks** Identification will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate understanding of increasingly complex and varied audio input. Listening Distinguish between the main Prerequisite from Grade 8 to 27 periods Grade 9 and subsequent classes idea and supporting details. Prerequisite from Grade 8 to Dramatize a role in a dialogue. Grade 9 and subsequent classes Order a series of cyclic events. Core in relation to skills as it develops students' ability to remember and recall ideas Recognize and discriminate aspects of spoken discourse. Draw a semi-guided outline. Prerequisite from Grade 8 to Grade 9 and subsequent classes



	Use cloze procedure to focus on a specific discourse component. Paraphrase events and problems presented.		Core in relation to skills as it develops students' ability to utilize language components Core in relation to skills as it develops students' ability to organize ideas and restructure them	
		Demonstrate critical understar		
	Provide an alternative conclusion.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	React to spoken discourse.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Propose an alternative course of action.		Core in relation to skills as it develops students' ability to solve problems	
	Identify the speaker's purpose, tone and attitude.		Core in relation to attitude as it develops students' ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	
	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	
		omprehend written/ printed disc	ourse using text-related clues.	
Reading	Fill in a cloze passage with appropriate chronological connectors/synonyms/phrasal verbs.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		27 periods



Provide	Prerequisite from Grade 8 to		
synonyms/antonyms/definitions/	Grade 9 and subsequent classes		
phrasal verbs/idiomatic			
expressions for items in the			
passage.			
Form new words with prefixes	Prerequisite from Grade 8 to		
and suffixes found in the text.	Grade 9 and subsequent classes		
		Core in relation to skills as it	
Match a given word with its		develops students' ability to	
appropriate collocate.		use language components	
	Demonstrate critical und	erstanding of a text.	
	Prerequisite from Grade 8 to		
Discuss the author's purpose.	Grade 9 and subsequent classes		
Supply a suitable title for a given	Prerequisite from Grade 8 to		
extract/story/poem/article/ad.	Grade 9 and subsequent classes		
	Prerequisite from Grade 8 to		
Analyze the author's attitude.	Grade 9 and subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
Distinguish facts from opinions.		be objective	
		Core in relation to skills as it	
		develops students' ability to	
		balance and view the same	
Compare and contrast two		issue from different	
articles on the same subject.		perspectives	
		Core in relation to skills as it	
		develops students' ability to	
Interpret graphs, charts, tables,		analyze and transform data	
etc.		into discourse	



			Core in relation to attitude as	
	Draw a suitable inference about a		it develops students' ability to	
	text based on personal		establish an appropriate	
	experiences.		attitude	
	·	Develop basic comprehension	of appropriate literature.	
	Discuss the main characters,	Prerequisite from Grade 8 to		
	setting, theme and plot.	Grade 9 and subsequent classes		
	Trace the development of	Prerequisite from Grade 8 to		
	characters in the story.	Grade 9 and subsequent classes		
	Paraphrase the problem(s) which	Prerequisite from Grade 8 to		
	the main character faces.	Grade 9 and subsequent classes		
	Analyze the author's/poet's use	Prerequisite from Grade 8 to		
	of figures of speech.	Grade 9 and subsequent classes		
	Practice reading a poem or		Core in relation to skills as it	
	passage aloud with appropriate		develops students' reading	
	intonation/phrasing/rhythm.		strategies	
			Core in relation to values as it	
			develops students' ability to	
	Design a jacket/flyer/ad for a		self express themselves and	
	specific literary work.		boost their creativity	
		Seek and/or provid	e information.	
	Explain the steps of a complex	Prerequisite from Grade 8 to		27 periods
	process.	Grade 9 and subsequent classes		
Oral			Core in relation to values as it	
Communication	Report an incident when a		develops students' ability to	
	classmate was discriminated		notice signs of violation of	
	against.		human rights	
	Communicate and/or justify intellectual / emotional / moral issues and positions.			



	Deny an accusation and explain	Prerequisite from Grade 8 to		
	why.	Grade 9 and subsequent classes		
	Explain in detail why you agree	Prerequisite from Grade 8 to		
	/disagree.	Grade 9 and subsequent classes		
	List two possible solutions to an	Prerequisite from Grade 8 to		
	academic problem.	Grade 9 and subsequent classes		
	State the reasons why you have	Prerequisite from Grade 8 to		
	certain fears or worries.	Grade 9 and subsequent classes		
	Initiate /sustain	and conclude a variety of practic	al /social and professional conve	rsation acts.
	Summarize and conclude a	Prerequisite from Grade 8 to		
	discussion.	Grade 9 and subsequent classes		
		Prerequisite from Grade 8 to		
	Introduce a guest speaker.	Grade 9 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Discuss and take a stand on		state opinions and give logical	
	issues from subject areas.		justifications	
			Core in relation to attitudes as	
			it develops students' ability to	
	Give and receive feedback on an		criticize and accept criticism	
	oral presentation.		respectfully	
	De	evelop and enhance writing skills	through semi-guided activities.	
	Use appropriate punctuation	Prerequisite from Grade 8 to		27 periods
Written	marks.	Grade 9 and subsequent classes		
Communication	Write a suitable topic/concluding	Prerequisite from Grade 8 to		
Communication	sentence for a given paragraph.	Grade 9 and subsequent classes		
	Create a suitable heading/title for	Prerequisite from Grade 8 to		
	a given paragraph/essay.	Grade 9 and subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Durantial and the letter and a setting a	Dunana su inita funcia Cunada O ta		
Provide suitable connectives	Prerequisite from Grade 8 to		
where needed.	Grade 9 and subsequent classes		
Unscramble the paragraphs in a	Prerequisite from Grade 8 to		
3-4 paragraph essay.	Grade 9 and subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
		analyze and synthesize as they	
		recombine things in a logical	
Reconstruct scrambled texts.		manner	
	Produce expressive, transaction	onal, and creative writing.	
		Core in relation to values as it	
Write a journal/diary on a regular		develops students' self	
basis.		actualization	
Make lists of instructions,		Core in relation to skills as it	
reminders, homework		develops students'	
assignments, books read.		professional and transferable	
Complete an application form.		abilities	
Write a reminder about a			
party/homework/assignment.			
Write a notice for a bulletin			
board.			
		Core in relation to skills as it	
Write a report on a visit, film,		develops students' ability to	
book, etc.		state opinions objectively	
		Core in relation to skills as it	
Narrate two major events in a		develops students' ability to	
story.		make choices	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Write research papers.		Core in relation to skills as it	
			develops students'	
			professional and transferable	
			abilities	
		Apply process w	riting skills.	
	Apply a timeline to organize	Prerequisite from Grade 8 to		
	ideas.	Grade 9 and subsequent classes		
	Use editor's notes to revise	Prerequisite from Grade 8 to		
	papers.	Grade 9 and subsequent classes		
	Join short sentences with	Prerequisite from Grade 8 to		
	transition words	Grade 9 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Take notes from audio-visual		take notes from various	
	input.		modes	
			Core in relation to attitude as	
lo	dentify the purpose of a writing		it develops students' ability to	
	task.		set a clear purpose	
			Core in relation to attitude as	
			it develops students' ability to	
			vary style and level of	
Id	dentify the audience: self, peers,		formality depending on the	
	teacher, other.		audience	
	Delete		Core in relation to skills as it	
	words/phrases/irrelevances.		develops students' ability to	
	Add words/phrases/sentences		make appropriate choices	
	where necessary.			



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Add descriptive		Core in relation to attitude as	
	adjectives/adverbs to express the		it develops students' ability to	
	mood or feeling conveyed more		describe and convey feelings	
	clearly.			
	Conduct a structured interview		Core in relation to skills as it	
	with peers to elicit feedback on		develops students'	
	language and content.		communication strategies	
			Core in relation to values as it	
	Share writing through oral		develops students' self	
	reading.		confidence	
			Core in relation to values as it	
			develops students' self	
			confidence and self	
	Post writing on bulletin board.		actualization	
	Design a poster for your writing.		Core in relation to values as it	
			develops students' ability to	
			self express themselves and	
			boost their creativity	
	Submit writing to the school		Core in relation to values as it	
	magazine.		develops students' self	
			confidence	
		Develop critical tl	hinking skills.	
	Generate questions of average	Prerequisite from Grade 8 to		
	complexity.	Grade 9 and subsequent classes		
Thinking		Prerequisite from Grade 8 to		
	Examine irrelevant information.	Grade 9 and subsequent classes		
	Recognize logical fallacies in	Prerequisite from Grade 8 to		
	arguments.	Grade 9 and subsequent classes		



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Form new concepts through	Prerequisite from Grade 8 to		
drawing analogies with other	Grade 9 and subsequent classes		
content areas.			
Distinguish between	Prerequisite from Grade 8 to		
appropriate/inappropriate	Grade 9 and subsequent classes		
conclusions.			
Differentiate between patterns of	Prerequisite from Grade 8 to		
deductive, inductive and logical	Grade 9 and subsequent classes		
reasoning.			
		Core in relation to skills as it	
Verify the credibility of the		develops students' ability to	
source.		make scientific choices	
		Core in relation to attitudes as	
		it develops students' ability to	
		criticize and accept criticism	
Give and receive feedback.		respectfully	
	Transfer information from o	one context to another.	
Distinguish between inferences	Prerequisite from Grade 8 to		
and restatements based on the	Grade 9 and subsequent classes		
text.			
Use learned strategies to solve	Prerequisite from Grade 8 to		
new problems.	Grade 9 and subsequent classes		
Determine the most appropriate	Prerequisite from Grade 8 to		
way to classify information	Grade 9 and subsequent classes		
categories.	_		
Synthesize ideas from sources to	Prerequisite from Grade 8 to		
produce stories.	Grade 9 and subsequent classes		

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف التاسع الأساسي Subject Matter: English Language and Literature Grade: Nine Cycle 3 of Basic Education References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقِم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an skills, attitudes, and / or integrated way which engages students in various activities. values **Core Objectives and Performance** Skill **Prerequisites with** This is why the time will be **Tasks** Identification divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate understanding of increasingly complex and varied audio input. Listening Prerequisite from Grade 9 to 27 periods Paraphrase the main idea. First Secondary and subsequent classes Prerequisite from Grade 9 to Make inferences based on prior First Secondary and knowledge. subsequent classes Prerequisite from Grade 9 to Dramatize a whole situation/event First Secondary and described. subsequent classes



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Present jumbled events in		Core in relation to skills as it	
chronological order.		develops students' ability to	
		analyze and synthesize as	
		they recombine things in a	
		logical manner	
	Recognize and discriminate as	spects of spoken discourse.	
	Prerequisite from Grade 9 to		
	First Secondary and		
Discuss setting and topic.	subsequent classes		
Identify correct	Prerequisite from Grade 9 to		
register/accent/type of language	First Secondary and		
used.	subsequent classes		
	Prerequisite from Grade 9 to		
	First Secondary and		
Draw a topic outline.	subsequent classes		
		Core in relation to skills as it	
Use cloze procedure to focus on		develops students' ability to	
specific discourse markers.		utilize language components	
		Core in relation to skills as it	
		develops students' ability to	
		utilize language components	
Paraphrase events and points of		and to organize ideas and	
view presented.		restructure them	
	Demonstrate critical understa	anding of spoken discourse.	
	Prerequisite from Grade 9 to		
Criticize speaker's opinions and	First Secondary and		
attitude.	subsequent classes		



الأهداف الأساسنية ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from Grade 9 to		
	Compare/contrast two versions of	First Secondary and		
	the same piece of news.	subsequent classes		
		Prerequisite from Grade 9 to		
	Analyze emotional impact of audio	First Secondary and		
	input.	subsequent classes		
			Core in relation to skills as it	
	Propose an alternative to a		develops students' ability to	
	viewpoint/solution.		solve problems	
			Core in relation to attitude as	
			it develops students' ability	
			to set a clear purpose and to	
			establish an appropriate	
	Explain speaker's purpose, tone		attitude with a proper tone of	
	and attitude.		voice	
			Core in relation to skills as it	
			develops students' ability to	
	Distinguish facts from opinions.		be objective	
	C	omprehend written/ printed dis	scourse using text-related clue.	
	Fill in a cloze passage with	Prerequisite from Grade 9 to		27 periods
	appropriate transitional and	First Secondary and		
	idiomatic expressions.	subsequent classes		
	Review the use of	Prerequisite from Grade 9 to		
	synonyms/antonyms/definitions/	First Secondary and		
	phrasal verbs/idiomatic	subsequent classes		
	expressions for underlined	·		
	vocabulary words in the passage.			
		Prerequisite from Grade 9 to		
	Select the appropriate collocate or	First Secondary and		
Reading	given word.	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Reinforce the use of prefixes and	Prerequisite from Grade 9 to	
suffixes found in a text and give	First Secondary and	
further examples of words which	subsequent classes	
can be formed of these.		
	Demonstrate critical und	derstanding of a text.
	Prerequisite from Grade 9 to	
Provide an alternative outcome or	First Secondary and	
conclusion and justify it.	subsequent classes	
	Prerequisite from Grade 9 to	
	First Secondary and	
Paraphrase cause-effect events.	subsequent classes	
	Prerequisite from Grade 9 to	
Complete the missing part of a	First Secondary and	
text.	subsequent classes	
	Prerequisite from Grade 9 to	
Justify your choice of a title for an	First Secondary and	
extract/story/poem or article.	subsequent classes	
	Prerequisite from Grade 9 to	
	First Secondary and	
Make a topic or sentence outline.	subsequent classes	
		Core in relation to skills as it
Compare/contrast two short		develops students' ability to
stories you have read.		balance things
		Core in relation to skills as it
		develops students' ability to
		understand and draw
Identify context of an extract.		conclusions



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

			Core in relation to skills as it	
			develops students' ability to	
	Interpret graphs, charts, tables,		analyze and transform data	
	etc.		into discourse	
			Core in relation to attitude as	
			it develops students' ability	
			to establish an appropriate	
	Analyze attitude in the text.		attitude	
	·	Develop basic comprehension	n of appropriate literature.	
		Prerequisite from Grade 9 to		
	Analyze main characters, setting,	First Secondary and		
	theme, and plot.	subsequent classes		
	Discuss how the following	Prerequisite from Grade 9 to		
	elements developed: theme,	First Secondary and		
	character, plot, setting.	subsequent classes		
		Prerequisite from Grade 9 to		
	Rate author's use of figures of	First Secondary and		
	speech.	subsequent classes		
		Prerequisite from Grade 9 to		
	Analyze main characters, setting,	First Secondary and		
	theme, and plot.	subsequent classes		
	Practice reading a poem or		Core in relation to skills as it	
	passage aloud with appropriate		develops students' ability to	
	intonation/phrasing/rhythm.		utilize reading strategies	
	Create your own verse by using a		Core in relation to skills as it	
	poem as a model of style.		develops students' creativity	
		Seek and/or provi	de information.	
L		-		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ا</u>للعام الدّراسيّ ۲۰۱۸ – ۲۰۲۰ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ۲۸/م/۲۰ تاريخ ۲۰۱۸/۵/۲۱ المبني على التّخفيف الصّادر ضمن التّعميم رقم ۲۱/م/۲ تاريخ ۲۰۱۳/۲۸ بلحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from Grade 9 to		27 periods
	Explain why certain cause/effect	First Secondary and		
	relationships in science occur.	subsequent classes		
		Prerequisite from Grade 9 to		
	Compare two methods of doing	First Secondary and		
	something.	subsequent classes		
	Communic	ate and/or justify intellectual /	emotional / moral issues and po	ositions.
		Prerequisite from Grade 9 to		
	Deny an accusation and defend a	First Secondary and		
	position.	subsequent classes		
		Prerequisite from Grade 9 to		
	Evaluate two possible solutions to	First Secondary and		
Oral	a problem /issue.	subsequent classes		
Communication		Prerequisite from Grade 9 to		
	Express your attitude towards a	First Secondary and		
	problem /issue.	subsequent classes		
		Prerequisite from Grade 9 to		
	Give oral presentations on	First Secondary and		
	assigned topics.	subsequent classes		
	Describe the way a person must		Core in relation to values as it	
	have felt when own friends		develops students' ability to	
	abandoned him/her.		show sympathy	
	Initiate /sustain	and conclude a variety of practi	cal /social and professional conv	versation acts.
		Prerequisite from Grade 9 to		
	Summarize the highlights of a	First Secondary and		
	debate and conclude it.	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

			Core in relation to skills as it	
			develops students'	
	Debate the advisability of a certain		transferable and professional	
	profession.		abilities	
	_		Core in relation to attitude as	
	Give an oral report on a		it develops students' ability	
	breakthrough in medicine,		to reflect on advances in	
	science, technology, etc.		different domains	
			Core in relation to attitudes	
			as it develops students'	
	Discuss and take a stand on issues		ability to criticize and accept	
	from subject areas.		criticism respectfully	
			Core in relation to attitudes	
			as it develops students'	
	Give and receive feedback on an		ability to criticize and accept	
	oral presentation.		criticism respectfully	
	De	velop and enhance writing skills	through semi-guided activities.	
	State why topic/concluding	Prerequisite from Grade 9 to		27 periods
	sentences are irrelevant, banal, or	First Secondary and		
	repetitious.	subsequent classes		
Written		Prerequisite from Grade 9 to		
Communication	Generate concluding paragraphs	First Secondary and		
	for incomplete essays.	subsequent classes		
		Prerequisite from Grade 9 to		
	Develop a four-paragraph essay	First Secondary and		
	from an outline and notes.	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Core in relation to skills as it	
		develops students' ability to	
		analyse and synthesize as	
		they recombine things in a	
Reconstruct a scrambled text.		logical manner	
	Produce expressive, transacti	ional, and creative writing.	
	Prerequisite from Grade 9 to		
Write a formal/informal letter	First Secondary and		
and/or petitions.	subsequent classes		
	Prerequisite from Grade 9 to		
	First Secondary and		
Design simple questionnaires.	subsequent classes		
	Prerequisite from Grade 9 to		
	First Secondary and		
Fill out a questionnaire.	subsequent classes		
	Prerequisite from Grade 9 to		
Write an open-ended dialogue	First Secondary and		
about a conflict.	subsequent classes		
	Prerequisite from Grade 9 to		
	First Secondary and		
Rewrite a story.	subsequent classes		
	Prerequisite from Grade 9 to		
Write a response to a problem	First Secondary and		
published in a magazine.	subsequent classes		
		Core in relation to skills as it	
Write short reports on a visit, film,		develops students' ability to	
book, etc.		state opinions objectively	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Core in relation to attitude as	
		it develops students' ability	
Provide captions for cartoon		to reflect on different forms	
strips/pictures.		of art	
Write research papers.		Core in relation to skills as it	
		develops students'	
		professional and transferable	
		abilities	
	Apply process v	writing skills.	
	Prerequisite from Grade 9 to		
Organize ideas into outlines,	First Secondary and		
loops, etc.	subsequent classes		
	Prerequisite from Grade 9 to		
Compare/contrast timelines and	First Secondary and		
clusters.	subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
Select and narrow a topic.		make appropriate choices	
		Core in relation to skills as it	
		develops students' ability to	
Take notes from audio-visual		take notes from various	
input.		modes	
		Core in relation to skills as it	
		develops students' ability to	
Interview a source and take notes.		take notes	
		Core in relation to attitude as	
Identify the purpose of a writing		it develops students' ability	
task.		to set a clear purpose	



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٦ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Core in relation to attitude as
	it develops students' ability
	to vary style and level of
Identify audience: self, peers,	formality depending on the
teacher, other.	audience
	Core in relation to skills as it
	develops students' ability to
Write multiple drafts.	edit and proofread
Delete	Core in relation to skills as it
words/phrases/irrelevances.	develops students' ability to
Add words/phrases/sentences.	make appropriate choices
Add descriptive	Core in relation to attitude as
adjectives/adverbs to express the	it develops students' ability
mood or feeling conveyed more	to describe and convey
clearly.	feelings
	Core in relation to skills as it
	develops students' ability to
Add supporting details.	be more credible
	Core in relation to skills as it
	develops students'
Rewrite vague sentences.	communication strategies
	Core in relation to values as it
Supply suggestions for an	develops students' self
improved beginning/end.	confidence
Conduct a structured interview	Core in relation to skills as it
with peers to elicit feedback on	develops students'
language and content.	communication strategies



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

			Core in relation to values as it	
	Share writing through oral		develops students' self	
	reading.		confidence	
			Core in relation to values as it	
			develops students' self	
			confidence and self	
	Post writing on bulletin board.		actualization	
			Core in relation to values as it	
			develops students' ability to	
			self express themselves and	
	Design a poster for own writing.		boost their creativity	
			Core in relation to values as it	
	Submit writing to the school		develops students' self	
	magazine.		confidence	
	Develop t	hinking strategies in problem-solvi	ing, decision-making and conceptu	alizing.
		Prerequisite from Grade 9 to		
	Evaluate appropriate graphic	First Secondary and		
	organizers.	subsequent classes		
		Prerequisite from Grade 9 to		
	Execute the plan by outlining	First Secondary and		
	course of action.	subsequent classes		
This litera		Prerequisite from Grade 9 to		
Thinking		First Secondary and		
	Evaluate a goal for self or group.	subsequent classes		
		Prerequisite from Grade 9 to		
	Assess options for attaining a goal	First Secondary and		
	by relating to personal experience.	subsequent classes		
		Prerequisite from Grade 9 to		
	Judge the plan against a set of	First Secondary and		
	personal criteria.	subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Prerequisite from Grade 9 to		
Formulate complex clarification	First Secondary and		
questions.	subsequent classes		
Develop and apply learned	Prerequisite from Grade 9 to		
mnemonic strategies to solve	First Secondary and		
learning problems.	subsequent classes		
		Core in relation to skills as it	
Discuss a problem presented in a		develops students' ability to	
text.		deal with problems	
		Core in relation to skills as it	
Devise an appropriate		develops students' ability to	
solution/plan for a given problem.		solve problems	
Paraphrase, summarize and		Core in relation to skills as it	
organize a text.		develops students' ability to	
Classify, organize and categorize		organize ideas and	
information.		restructure them	
	Develop critical t	thinking skills.	
	Prerequisite from Grade 9 to		
Examine flow of ideas/logic of	First Secondary and		
argument.	subsequent classes		
	Prerequisite from Grade 9 to		
Generate questions of advanced	First Secondary and		
complexity.	subsequent classes		
	Prerequisite from Grade 9 to		
Distinguish between relevant and	First Secondary and		
irrelevant information.	subsequent classes		
Recognize logical	Prerequisite from Grade 9 to		
fallacies/inconsistencies in an	First Secondary and		
argument.	subsequent classes		



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.



الأهداف الأساسنية <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Prerequ	isite from Grade 9 to		
Reconstruct elemer	ts of text into Firs	st Secondary and		
new who	ole. sub	osequent classes		
Synthesize ideas fro	om sources to Prerequ	isite from Grade 9 to		
produce argumen	ts and mini-	st Secondary and		
research pro	ojects. suk	osequent classes		
			Core in relation to skills as it	
Evaluate informati	on extracted		develops students' ability to	
from the t	ext.		give objective judgements	

All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الأول الثانوي

Subject Matter: English Language and Literature **Grade**: First Secondary **Secondary Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997) **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for Classifying each as core **Allocated Periods** Language skills are taught in an Core in terms of knowledge, skills, integrated way which engages attitudes, and/or students in various activities. **Core Objectives and Performance** Skill values This is why the time will be **Tasks Prerequisites with Identification** divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate critical understanding of a variety of spoken discourse. Prerequisite from 1st Secondary to 2nd Identify tone, mood, intonation 22 periods Secondary and subsequent classes and register. Prerequisite from 1st Secondary to 2nd Identify and discuss a speaker's motive and point of view. Secondary and subsequent classes Listening Demonstrate awareness of the linguistic and organizational features of a text. Core in relation to Identify transitionals and explain skills as it develops students' ability to their functions. make connections



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/٩٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

			Core in relation to			
			skills as it develops			
	Identify key terms used.		students' ability to			
	identity key terms used.		focus on relevant			
			terminology			
	Demonstrate understanding of spoken discourse.					
			Core in relation to			
			skills as it develops			
	Identify main idea.		students' ability to			
			focus on main points			
	Summarize arguments.		Core in relation to			
			skills as it develops			
			students' ability to			
			organize ideas and			
	Paraphrase parts of discourse.		restructure them			
	Demo	nstrate awareness of linguistic and organ	nizational features of te	xt.		
	Interpret figurative language and	Prerequisite from 1 st Secondary to 2 nd		23 periods		
	idiomatic expressions.	Secondary and subsequent classes				
	Identify devices of coherence and	Prerequisite from 1 st Secondary to 2 nd				
	cohesion.	Secondary and subsequent classes				
	Identify appropriate lexical items	Prerequisite from 1 st Secondary to 2 nd				
Reading	to suit tone, style, mood, purpose,	Secondary and subsequent classes				
	and theme.					
	Den	nonstrate factual understanding of a vari	ety of textual discourse	•		
		Prerequisite from 1 st Secondary to 2 nd				
	Identify main ideas.	Secondary and subsequent classes				
		Prerequisite from 1 st Secondary to 2 nd				
	Identify supporting details.	Secondary and subsequent classes				



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Answer literal and relational	Prerequisite from 1 st Secondary to 2 nd				
comprehensive questions.	Secondary and subsequent classes				
Demonstrate critical understanding of a variety of textual discourse.					
	Prerequisite from 1 st Secondary to 2 nd				
Identify tone and mood.	Secondary and subsequent classes				
Infer implied meanings and	Prerequisite from 1 st Secondary to 2 nd				
assumptions.	Secondary and subsequent classes				
	Demonstrate ability to use reading	ng strategies.			
		Core in relation to			
		skills as it develops			
		students' ability to			
		set the scene of a			
Pre-read to establish background.		certain context			
		Core in relation to			
		skills as it develops			
		students' ability			
		to recall prior			
		knowledge and set			
Preview to establish general		a purpose for			
theme.		reading			
	Prerequisite from 1 st Secondary to 2 nd				
Skim to outline main points.	Secondary and subsequent classes				
		Core in relation to			
		skills as it develops			
		students' ability to			
		store basic			
Reread to retain details.		information for			
		future use			
	Produce oral presentations on a varie	ety of situations.			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from 1st Secondary to 2nd		22 periods	
	Discuss critically others' opinions.	Secondary and subsequent classes			
	Initiate and develop conversations	Prerequisite from 1 st Secondary to 2 nd			
	with ease and confidence.	Secondary and subsequent classes			
	Maintain interest of audience by	Prerequisite from 1 st Secondary to 2 nd			
	using different types of spoken	Secondary and subsequent classes			
	communication (such as				
	anecdotes, commentaries, and				
	reports).				
Oral		Use different speech strategies for sp	ecific situations.		
Communication	Use a variety of tones and	Prerequisite from 1 st Secondary to 2 nd			
Communication	patterns of intonation.	Secondary and subsequent classes			
	Vary speech to suit context,	Prerequisite from 1 st Secondary to 2 nd			
	audience and purpose.	Secondary and subsequent classes			
	Participate actively in the development of an argument.				
		Prerequisite from 1 st Secondary to 2 nd			
	Argue for/against an issue.	Secondary and subsequent classes			
		Prerequisite from 1 st Secondary to 2 nd			
	Persuade cogently and clearly.	Secondary and subsequent classes			
		Prerequisite from 1 st Secondary to 2 nd			
	Participate in group discussions.	Secondary and subsequent classes			
		variety of essay forms showing further co	mpetence in using disco		
	Develop by definition,	Prerequisite from 1 st Secondary to 2 nd		23 periods	
Written	classification, illustration, cause	Secondary and subsequent classes			
Communication	and effect, and comparison and				
	contrast.				
		Prerequisite from 1 st Secondary to 2 nd			
	Argue for/against an issue.	Secondary and subsequent classes			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Narrate incidents and experiences	Prerequisite from 1 st Secondary to 2 nd		
	from different points of view.	Secondary and subsequent classes		
	·	oduce the appropriate linguistic, stylistic	, and organizational cor	mponents of an essay.
	Utilize grammatical and lexical	Prerequisite from 1 st Secondary to 2 nd		
	components pertinent to specific subject areas.	Secondary and subsequent classes		
	Use appropriate lexical items to	Prerequisite from 1 st Secondary to 2 nd		
	suit tone, style, mood, purpose, and theme.	Secondary and subsequent classes		
	Maintain thematic unity.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Establish and maintain coherence	Prerequisite from 1 st Secondary to 2 nd		
	using sequencing (temporal,	Secondary and subsequent classes		
	spatial, and logical), transitionals,			
	and repetition of key terms.			
		Develop appropriate composing	strategies.	
	Select a topic or respond to a	Prerequisite from 1 st Secondary to 2 nd		
	prompt.	Secondary and subsequent classes		
		Prerequisite from 1 st Secondary to 2 nd		
	Write a first draft.	Secondary and subsequent classes		-
	Revise individually or in	Prerequisite from 1 st Secondary to 2 nd		
	pairs/groups.	Secondary and subsequent classes		
	Produce other drafts as needed.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Produce other drafts as fleeded.	Evaluate information given through a v	ariety of materials	
		Prerequisite from 1 st Secondary to 2 nd	anety of illaterials.	
Thinking	Criticize evidence objectively.	Secondary and subsequent classes		
в	Criticize evidence objectively.	Prerequisite from 1 st Secondary to 2 nd		
	Draw logical conclusions.	Secondary and subsequent classes		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Predict plausible outcomes.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
Demonstrate awareness of the inter-relatedness of fields of study.			
Transfer knowledge from one	Prerequisite from 1 st Secondary to 2 nd		
context to another.	Secondary and subsequent classes		

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.



الأهداف الأساسيّة لمادة اللغة الإنكليزية و آدابها للعام الدّراسيّ ٢٠١٧ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرجلة التعليم الثانوي.

الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثاني الثانوي _ فرع الإنسانيات

Subject Matter: English Language and Literature **Grade:** Second Secondary **Secondary Education Section:** Humanities References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998) **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقِم ٢٨/م/٢٠ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for Classifying it as core **Allocated Periods** Core in terms of Language skills are taught in an knowledge, skills, integrated way which engages **Core Objectives and Performance** attitudes, and/or students in various activities. This Skill **Tasks** is why the time will be divided values **Prerequisites with Identification** equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate awareness of different modes of spoken discourse. Prerequisite from 2nd secondary 27 periods Classify mode (persuasive, process, humanities to 3rd secondary Literature and Humanities/ exposition). Listening Sociology and Economics Specify the method of Core in relation to skills development (cause /effect, as it develops students' comparison /contrast, definition, ability to make

etc.).

connections



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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nodes of presentations (lectures,		ideas through different	
discussions, graphics).		modes	
	Show understanding of the conter	nt of spoken discourse.	
	Prerequisite from 2nd secondary		
Identify main ideas	humanities to 3rd secondary		
identity main ideas.	Literature and Humanities/		
	Sociology and Economics		
		Core in relation to skills	
Distinguish between facts and		as it develops students'	
opinion.		ability to be objective	
		Core in relation to skills	
		as it develops students'	
elate supporting ideas to the main		ability to focus on main	
idea.		points	
		Core in relation to skills	
		as it develops students'	
		ability to make logical	
Predict plausible conclusions.		conclusions	
	Figure out the organization of	spoken discourse.	
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
lentify key terms and transitional	Literature and Humanities/		
words, phrases, or sentences.	Sociology and Economics		
Demo		stic features of literary te	xts.
	Identify main ideas. Distinguish between facts and opinion. late supporting ideas to the main idea. Predict plausible conclusions. entify key terms and transitional words, phrases, or sentences.	Identify main ideas. Identify main ideas. Distinguish between facts and opinion. Predict plausible conclusions. Predict plausible conclusions. Figure out the organization of Prerequisite from 2nd secondary Literature and Humanities/Sociology and Economics Figure out the organization of Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/Sociology and Economics Figure out the organization of Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/Sociology and Economics	Identify main ideas. Prerequisite from 2nd secondary humanities to 3rd secondary 2 Sociology and Economics Distinguish between facts and opinion. Core in relation to skills as it develops students' ability to be objective Core in relation to skills as it develops students' ability to focus on main idea. Core in relation to skills as it develops students' ability to focus on main points Core in relation to skills as it develops students' ability to focus on main points Core in relation to skills as it develops students' ability to make logical conclusions Figure out the organization of spoken discourse.



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٠ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Prerequisite from 2nd secondary		27 periods
	humanities to 3rd secondary		·
	Literature and Humanities/		
Identify figurative language.	Sociology and Economics		
		Core in relation to skills	
		as it develops students'	
		ability to create a	
		special effect in their	
		writing and to convey	
Identify and explain special literary		information on a	
terms.		deeper level	
	Demonstrate understanding o	f a variety of texts.	
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Identify elements of cohesion and	Literature and Humanities/		
coherence.	Sociology and Economics		
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Identify author's attitude, bias, and	Literature and Humanities/		
intention.	Sociology and Economics		
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
	Literature and Humanities/		
Infer hidden messages.	Sociology and Economics		
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Discuss theme, plot, characters,	Literature and Humanities/		
and setting in a literary text.	Sociology and Economics		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/١٣، ٢٠١٠ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Identify contextual clues that	Literature and Humanities/		
explain meaning.	Sociology and Economics		
	Improve reading rate for sp	ecific purposes.	
		Core in relation to skills	
Enhance skimming and scanning		as it develops students'	
skills.		reading techniques	
		Core in relation to skills	
		as it develops students'	
Locate contextual clues, cohesive		ability to make	
devices and transitional links.		connections	
D	emonstrate awareness of rhetorica	I devices used in the text.	
		Core in relation to skills	
		as it develops students'	
		ability to focus on	
Identify key terms.		relevant terminology	
		Core in relation to skills	
		as it develops students'	
		ability to make	
Identify coherence devices.		connections	
	Prerequisite from 2nd secondary		
Identify mode of development of	humanities to 3rd secondary		
main idea (facts, figures, charts,	Literature and Humanities/		
etc.).	Sociology and Economics		
	Give different types of ora	l presentations.	



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/١٣، ٢٠١٠ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from 2nd secondary		27 periods
		humanities to 3rd secondary		·
	Make a presentation on a	Literature and Humanities/		
	researched project.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
		Literature and Humanities/		
	Participate in and lead debates.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Defend opinion cogently and	Literature and Humanities/		
	effectively.	Sociology and Economics		
Oral		Use appropriate style in any	given situation.	
Communication		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Adopt appropriate tone,	Literature and Humanities/		
	intonation, and body language.	Sociology and Economics		
		Discuss critically other	s' opinions.	
		Prerequisite from 2nd secondary		
	Identify the elements that	humanities to 3rd secondary		
	contribute to the flow of an	Literature and Humanities/		
	argument.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Point out strengths and	Literature and Humanities/		
	weaknesses of arguments.	Sociology and Economics		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/٩٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from 2nd secondary		
	Comment on the language used by	humanities to 3rd secondary		
	the speaker (accent, choice of	Literature and Humanities/		
	words, intonation, etc.).	Sociology and Economics		
		Demonstrate command of a	cademic writing.	
	Develop a full-length essay on			27 periods
	different subject matter areas,	Prerequisite from 2nd secondary		
	using a variety of discourse modes	humanities to 3rd secondary		
	(description, narration,	Literature and Humanities/		
	argumentation, etc.).	Sociology and Economics		
		Demonstrate ability to use lar	nguage effectively.	
	Employ suitable grammatical	Prerequisite from 2nd secondary		
	constructions and diction	humanities to 3rd secondary		
	appropriate for audience, purpose	Literature and Humanities/		
	and topic.	Sociology and Economics		
Written		Prerequisite from 2nd secondary		
Communication		humanities to 3rd secondary		
	Maintain coherence and cohesion	Literature and Humanities/		
	in extended essays.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Adopt proper organizational	Literature and Humanities/		
	strategies.	Sociology and Economics		
		Use advanced writing t	techniques.	
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Apply pre-writing, drafting and	Literature and Humanities/		
	revising techniques.	Sociology and Economics		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Participate in peer and group	Literature and Humanities/		
	writing and editing activities.	Sociology and Economics		
	Evalua	ate reference material for appropria	ateness, accuracy and vali	dity.
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Explain and comment on the	Literature and Humanities/		
	speaker's/writer's authority.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Discriminate between facts,	Literature and Humanities/		
	opinions, and bias.	Sociology and Economics		
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
Thinking	Assess current status, validity and	Literature and Humanities/		
	usefulness of material.	Sociology and Economics		
		.Recognize inductive and ded	luctive reasoning.	
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Establish links between evidence	Literature and Humanities/		
	and claim.	Sociology and Economics		
		Approach learning tasks in a	logical manner.	
		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
		Literature and Humanities/		
	Present relevant evidence.	Sociology and Economics		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٤ – ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		Core in relation to	
		behavior as it	
		motivates students to	
		perform certain actions	
Figure out motives and		or to adopt certain	
assumptions of speaker/writer.		behaviors	
		Core in relation to	
		attitude as it develops	
		students' ability to	
		express feelings	
Respond to point of view.		in response to the text	
	Respond critically to ar	n argument.	
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
	Literature and Humanities/		
Present counterarguments.	Sociology and Economics		
	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Show awareness of discrepancies,	Literature and Humanities/		
inconsistencies, and gaps.	Sociology and Economics		
Sapar	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Assess conclusions and suggest	Literature and Humanities/		
alternative ones.	•		
aiternative ones.	Sociology and Economics		

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣٦ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الثاني الثانوي _ فرع العلوم

Subject Matter: English Language and Literature Grade: Second Secondary Section: Sciences

References:

Decree No. 10227 of 8/5/1997

Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998)

Details of the Curriculum Content

ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢٠ تاريخ ٢٠١٦/٥/٣ للحلقة المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٣ للحلقة التعليم الأساسي ومرحلة االتعليم الثّانوي.

		Criterion for Classif	ying it as core	Allocated Periods
			Core in terms of	Language skills are taught in an
			knowledge, skills,	integrated way which engages
Skill	Core Objectives and	Prerequisites with	attitudes, and/or values	students in various activities. This
JKIII	Performance Tasks	Identification	•	is why the time will be divided
		identification		equally among the four main skills
				whereas thinking and grammar
				will be embedded into the context.
		Demonstrate basic comprehen	sion of scientific discourse.	
	Summarize.	Prerequisite from 2nd		13 periods
		secondary sciences to 3rd		
		secondary Life Sciences /		
Listopina		General Sciences		
Listening	Paraphrase.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Unde	rstand specific details and informa	tion from various scientific s	ources.



الأهداف الأساسنية ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify main points in a lecture.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Extract specific details from	Prerequisite from 2nd		
	documentaries and lectures.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Decode lectures using scientific	Prerequisite from 2nd		
	graphic conventions.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Interpret wha	it is heard.	
			Core in relation to skills as	
			it develops students'	
	Synthesize different details into		ability to organize ideas	
	one idea.		and restructure them	
	Understand information	n given through language discou	rse pertaining to scientific an	d professional material.
		Prerequisite from 2nd		14 periods
	Interpret scientific conventions	secondary sciences to 3rd		
	(graphs, tables, diagrams, charts,	secondary Life Sciences /		
Reading	etc.).	General Sciences		
iteauiiig	Read specialized texts efficiently.			
	Derive pertinent information	Prerequisite from 2nd		
	from textbooks.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٥ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Derive pertinent information	Prerequisite from 2nd			
	from other sources.	secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Develop text-based strategies for gaining meaning.				
	Use learned prefixes, suffixes	Prerequisite from 2nd			
	and stems in the recognition and	secondary sciences to 3rd			
	formation of new words.	secondary Life Sciences /			
		General Sciences			
	Guess meaning from context.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Classify words into semantic and	Prerequisite from 2nd			
	topical categories.	secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Under	stand and produce discourse using	g more advanced notions of s	science.	
		Prerequisite from 2nd		13 periods	
		secondary sciences to 3rd			
	Deliver cause/effect	secondary Life Sciences /			
Oral	presentations.	General Sciences.			
Communication		Make oral presentations on a va	ariety of scientific situations.		
	Formulate scientific hypotheses.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ - ٢٠٢٠ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Present speech from visuals.	Prerequisite from 2nd		
	rresent specen from visuais.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Use different speech strateg	ies for specific situations.	
		Prerequisite from 2nd		
		secondary sciences to 3rd		
	Moderate discussions and	secondary Life Sciences /		
	debates.	General Sciences.		
		Produce specific	written forms.	
			Core in relation to skills as	14 periods
			it develops students'	
			ability to use precise and	
			consistent	
	Define scientific terms.		technical words	
			Core in relation to skills as	
			it develops students'	
			ability to follow a logical	
Written	Describe a process.		sequence	
Communication	·		Core in relation to skills as	
			it develops students'	
			ability to understand	
	Classify and categorize.		relationships	
	<u>-</u>	Inderstand and produce discourse	1	Ce.
		,	Core in relation to skills as	
			it develops students'	
			ability to make	
	Develop cause/effect discourse.		connections	
	bevelop eadse, effect discourse.	Demonstrate ability to		
		Demonstrate ability to	o write effectively.	



	Proroquicito from 2nd		
Vany the linguistic complexity	Prerequisite from 2nd		
Vary the linguistic complexity	secondary sciences to 3rd		
and word choice according to an	secondary Life Sciences /		
audience.	General Sciences		
	Prerequisite from 2nd		
Use the words, expressions, and	secondary sciences to 3rd		
structures appropriate for topics	secondary Life Sciences /		
and tasks.	General Sciences		
	Tabulate scientifi	c information.	
	Prerequisite from 2nd		
	secondary sciences to 3rd		
Draw graphs, charts, and	secondary Life Sciences /		
diagrams.	General Sciences		
	Prerequisite from 2nd		
	secondary sciences to 3rd		
	secondary Life Sciences /		
Construct tables.	General Sciences		
	Utilize proper vocabu	lary and grammar.	
Use technical lexis for a variety	Prerequisite from 2nd		
of scientific situations	secondary sciences to 3rd		
(proportions, shapes, properties,	secondary Life Sciences /		
states, equivalence, actions,	General Sciences		
etc.).			
Use grammatical components	Prerequisite from 2nd		
most pertinent to scientific	secondary sciences to 3rd		
discourse (such as the passive	secondary Life Sciences /		
voice, conditionals, simple verb	General Sciences		
tenses, articles and prepositions,			
complex sentence structures,			
etc.).			
5.5.7.			



		Evaluate information given thr	ough scientific conventions.		
	Criticize evidence.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Draw conclusions.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Predict consequences.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
Thinking		General Sciences			
Thinking	Apply problem-solving strategies.				
	Identify problems.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Conduct research.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			
	Analyse findings.	Prerequisite from 2nd			
		secondary sciences to 3rd			
		secondary Life Sciences /			
		General Sciences			



Formulate hypotheses.	Prerequisite from 2nd	
	secondary sciences to 3rd	
	secondary Life Sciences /	
	General Sciences	

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي – فرع الآداب والإنسانيّات

Subject Matter: English Language and Literature **Grade:** Third Secondary **Section:** Literature and Humanities References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for Classifying it as core **Allocated Periods Prerequisites with** Core in terms of knowledge, skills, Language skills are taught in an attitudes, and/or values integrated way which engages Identification Identification students in various activities. **Core Objectives and Performance** This is why the time will be (There are no Skill divided equally among the four Tasks prerequisite main skills whereas thinking objectives for this and grammar will be embedded grade level since it is into the context. the final year in school) Demonstrate critical understanding of spoken discourse. Core in relation to skills as it develops 27 periods students' ability to Discriminate between persuasive, understand different types of discourse; a skill that they argumentative, informative types, Listening need at the university level etc. Core in relation to behavior as it develops students' ability to get the Relate tone, stress and intonation message properly; a skill that they to the purpose of what is said. need at the university level



l'		
	Core in relation to skills as it develops	
	students' ability to use common sense	
	as they think about the outcomes; a	
Infer, predict, and draw logical	skill that they need at the university	
conclusions.	level	
	Core in relation to skills as it develops	
	students' ability to see the same issue	
	from different perspectives; a skill	
Recognize multiple points of view.	that they need at the university level	
Anal	lyze the linguistic features of extended spoken discourse.	
List expressions that denote	Core in relation to skills as it develops	
turning points (enumeration,	students' ability to organize ideas and	
transitionals, special expressions,	make connections; a skill that they	
etc.).	need at the university level	
	Core in relation to skills as it develops	
	students' ability to understand	
	different ways of conveying meaning;	
Classify referential and figurative	a skill that they need at the university	
language.	level	
Demon	nstrate basic understanding of different spoken discourses.	
	Core in relation to skills as it develops	
	students' ability to illustrate ideas	
Distinguish between main ideas	briefly and in detail; a skill that they	
and supporting details.	need at the university level	
Demonstrat	te awareness of the organization of extended spoken discou	rse.
	Core in relation to skills as it develops	
Identify the method of	students' ability to be familiar with	
development (classification,	different patterns; a skill that they	
 process, definition, etc.).	need at the university level	



		Core in relation to skills as it develops		
		students' ability to focus on relevant		
		terminology; a skill that they need at		
	Identify key terms.	the university level		
		Core in relation to skills as it develops		
	Indicate the manner in which the	students' ability to be familiar with		
	theme is developed (examples,	different modes; a skill that they need		
	illustrations, facts, etc.).	at the university level		
	De	emonstrate ability to analyze linguistic features of texts.		
		Core in relation to attitude as it 27 periods		
		develops students' ability to draw		
		mental images and reflect on		
	Identify and explain figurative	emotions; a skill that they need at the		
	language in a text.	university level		
	Demonstrate critical understanding of the content of texts.			
		Core in relation to attitude as it		
		develops students' ability to describe		
		feelings and convey messages		
Reading		properly; a skill that they need at the		
	Explain tone, mood, and attitude.	university level		
	Identify implied meaning in a text.	Core in relation to skills as it develops		
		students' ability to infer messages		
	Extract themes and concepts from	that are not directly expressed; a skill		
	written texts.	that they need at the university level		
		Core in relation to skills as it develops		
		students' ability to improve		
		comprehension; a skill that they need		
	Identify main ideas and issues.	at the university level		
	Demo	nstrate awareness of the effect of word choice on messages.		



		Core in relation to skills as it develops
		students' ability to create vivid and
	Use correct synonyms or	intriguing images; a skill that they
	equivalent phrases.	need at the university level
		Give oral presentations of varying lengths.
		Core in relation to skills as it develops 27 periods
		students' ability to generate ideas
	Contribute to brainstorming	about a certain topic; a skill that they
	activities.	need at the university level
	Practice giving speeches.	Core in relation to skills as it develops
	Practice advancing and defending	students' ability to build confidence in
	a point of view on behalf of a	public speaking; a skill that they need
	group.	at the university level
		Core in relation to skills as it develops
		students' ability to share evaluation
	Report findings of a researched	results and develop
Oral	project on different subject matter	recommendations; a skill that they
Communication	areas.	need at the university level
		Core in relation to attitudes and
	React verbally to oral or written	values as it develops students' ability
	texts.	to take a stand or show empathy
	Contr	oute constructively to the development of the argument at hand.
	Engage in critical discussions.	Core in relation to skills and attitudes
	Express ideas cogently.	as it develops students' ability to
	Participate in and lead debates.	argue politely and to gain adherence
	Lead discussion groups.	from an audience; a skill that they
	Suggest alternatives and fill in	need at the university level
	information gaps.	
		React critically to the content of works under study.
		,



	Trace development of main ideas.	Core in relation to skills as it develops		
		students' ability to make logical		
	Comment on relevance of	connections; a skill that they need at		
	supporting details.	the university level		
	Discuss underlying values.	Core in relation to values as it		
		develops students' ability to make		
		deliberate and objective choices; a		
	Identify and explain bias, tone, and	skill that they need at the university		
	intent.	level		
	D	emonstrate ability to write communicatively effective prose.		
		Core in relation to skills as it develops	27 periods	
		students' ability to use different		
	Produce different modes of	types of discourse; a skill that they		
	writing.	need at the university level		
		Core in relation to skills as it develops		
	Choose structures and word order	students' ability to convey messages		
	appropriate for tasks and	properly; a skill that they need at the		
	audiences.	university level		
Written	Demonstrate command of extended writing.			
Communication	Make use of a wide range of	Core in relation to skills as it develops		
	grammatical constructions and of	students' ability to enrich their		
	an extensive vocabulary,	content and to communicate more		
	producing a suitable variety of	effectively; a skill that they need at		
	sentence lengths.	the university level		
	Sustain thematic unity.	Core in relation to skills as it develops		
	Maintain coherence (logical	students' ability to make logical		
	sequencing, transitionals, key	connections; a skill that they need at		
	terms, etc.).	the university level		



	Use proper organizational		
	strategies.		
		Core in relation to skills as it develops	
	Demonstrate ability to use	students' ability to use different	
	different rhetorical strategies	types of discourse; a skill that they	
	(narration, persuasion, exposition).	need at the university level	
	E	valuate a variety of texts from different subject matter areas.	
		Core in relation to skills as it develops	
		students' ability to give objective	
	Critique writer's/speaker's	judgements; a skill that they need at	
	argument.	the university level	
		Core in relation to skills as it develops	
		students' ability to collect enough	
	Show ability to synthesize	data to convince others and support	
	information gathered from	one's view point; a skill that they	
	different sources.	need at the university level	
Thinking		Apply inductive and deductive reasoning.	
		Core in relation to skills as it develops	
		students' ability to support claims	
	Analyze links between evidence	with evidence; a skill that they need	
	and claim.	at the university level	
		Respond critically to an argument.	
	Present well-grounded	Core in relation to skills as it develops	
	counterarguments.	students' ability to argue reasonably	
		and respond to objections	
	Formulate refutations and	confidently; a skill that they need at	
	rebuttals.	the university level	

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي ـ فرع الاجتماع و الاقتصاد

Subject Matter: English Language and Literature **Grade:** Third Secondary **Section:** Sociology and Economics

References:						
Decree No. 1022	7 of 8/5/1997					
Details of the cur	rriculum content of English Language	e and Literature				
		Details of the Curr	iculum Content			
٢٠١٦/٩/٣ للحلقة	، الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ	٢٠١٨/٥/٢ المبني على التّخفيف	ف الصّادر ضمن التّعميم رقم ٢٨ /م/٢٠١ تاريخ ١	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفي		
		مي ومرحلة االتعليم الثانوي.	الثالثة من التعليم الأساس			
	Criterion for Classifying it as core Allocated Periods					
		Prerequisites with Identification (There	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages		
61.11	Core Objectives and	are no prerequisite	, ,	students in various activities. This		
Skill	Performance Tasks	objectives for this		is why the time will be divided		
		grade level since it is		equally among the four main skills		
		the final year in		whereas thinking and grammar		
		school)		will be embedded into the context.		
	Demonstrate basic understanding of academic lectures.					
			Core in relation to skills as it	18 periods		
			develops students' ability to			
			organize ideas and restructure			
Listening			them; a skill that they need at the			
Listening	Summarise lectures.		university level			
			Core in relation to skills as it			
			develops students' ability to take			
			notes; a skill that they need at the			
	Take notes.		university level			



	Core in relation to skills as it	
	develops students' ability to make	
	logical connections; a skill that they	
Make relevant comments.	need at the university level	
	Core in relation to attitude as it	
	develops students' ability to vary	
	style and level of formality	
Identify speaker, context, and	depending on the context and the	
audience.	audience	
Identify main ideas.	Core in relation to skills as it	
	develops students' ability to focus	
	on main points; a skill that they	
	need at the university level	
	Demonstrate critical understanding of spoken discourse.	
Identify speaker's purpose, role,	Core in relation to attitude as it	
and tone.	develops students' ability to set a	
	clear purpose and to establish an	
	appropriate attitude with a proper	
	tone of voice	
Demon	nstrate awareness of linguistic and organizational structure o	f text.
	Core in relation to attitude as it	
	develops students' ability to vary	
Identify features of style and	style and level of formality	
register.	depending on the context	
	Core in relation to skills as it	
	develops students' ability to focus	
	on relevant terminology; a skill	
Identify key terms stressed in	that they need at the university	
text.	level	



		Т	
		Core in relation to skills as it	
		develops students' ability to make	
		logical connections; a skill that they	
	Identify transitionals.	need at the university level	
		Core in relation to skills as it	
		develops students' ability to follow	
	Identify methods of	a logical sequence; a skill that they	
	development of ideas.	need at the university level	
	Demonst	rate understanding of specialized texts (History, Geography, Ed	conomics).
		Core in relation to skills as it	18 periods
		develops students' ability to focus	
	Recognize, identify, and define	on relevant terminology; a skill	
	related concepts and	that they need at the university	
	terminology.	level	
		Core in relation to skills as it	
		develops students' ability to focus	
		on main points; ; a skill that they	
Reading	Identify main ideas and details.	need at the university level	
		Core in relation to attitudes as it	
		develops students' ability to adopt	
	Identify and explain implied	certain attitudes based on the	
	meanings and attitudes.	situation	
	Identify and explain bias, false	Core in relation to skills as it	
	analogies, faulty deductions,	develops students' ability to make	
	incomplete statistics, and	objective claims; ; a skill that they	
	insignificant differences.	need at the university level	
	Rea	nd and analyse texts to identify and explain organizational patt	erns.



	develops students' ability to	
lentify thesis statement, topic	organize and structure their	
ntence, supporting details, and	thoughts; a skill that they need at	
conclusion.	the university level	
entify elements of cohesion in	Core in relation to skills as it	
a text (opening and closing	develops students' ability to make	
statements, key terms,	logical connections; a skill that they	
nsitionals, parallelism, and the	need at the university level	
like).		
	Core in relation to skills as it	
lentify different writing styles	develops students' ability to vary	
and explain how they change	style according to context; a skill	
ccording to topic, writer, and	that they need at the university	
context.	level	
Demons	strate ability to cope with assigned readings in specialized publ	ications.
	Core in relation to skills as it	
	develops students' ability to	
	organize ideas and restructure	
	them; a skill that they need at the	
ake summaries and abstracts.	university level	
	Core in relation to skills as it	
	develops students' ability to take	
	notes; a skill that they need at the	
Make notes for research.	university level	
	Identify and manipulate technical jargon.	
	ntence, supporting details, and conclusion. entify elements of cohesion in a text (opening and closing statements, key terms, nsitionals, parallelism, and the like). dentify different writing styles and explain how they change ccording to topic, writer, and context. Demonst	lentify thesis statement, topic netence, supporting details, and conclusion. lentify elements of cohesion in a text (opening and closing statements, key terms, nsitionals, parallelism, and the like). Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level Core in relation to skills as it develops students' ability to vary need at the university level Core in relation to skills as it develops students' ability to vary style according to context; a skill that they need at the university level Core in relation to skills as it develops students' ability to vary style according to context; a skill that they need at the university level Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level Make notes for research.



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		Core in relation to skills as it	
		develops students' ability to focus	
		on relevant terminology; a skill	
	Identify and explain stylistic	that they need at the university	
	features of read materials.	level	
	Den	nonstrate advanced oral skills in responding to oral or written	input.
		Core in relation to skills as it	18 periods
		develops students' ability to	
		communicate and present ideas	
	Identify strengths and	properly; a skill that they need at	
	weaknesses of presentations.	the university level	
		Core in relation to skills as it	
		develops students' ability to	
		organize ideas and restructure	
	Summarize main ideas fluently	them; a skill that they need at the	
Oral	and accurately.	university level	
Communication		Core in relation to values as it	
		develops students' ability to show	
	React to other's views in critical	empathy	
	discussions.		
	Sh	ow advanced command of oral presentations of researched to	pics.
	Develop main ideas fully		
	maintaining unity of theme.	Core in relation to skills as it	
	Maintain audience interest by	develops students' ability to	
	asking questions, varying	communicate and present ideas	
	intonation, and using graphic	properly; a skill that they need at	
	illustrations.	the university level	



	Demonstrate advanced writing skills i		
intonation.	• • •	niversity level	
with proper enunciation and	properly; a s	skill that they need at	
Speak coherently and clearly	communica	te and present ideas	
	develops	students' ability to	
	Core in re	lation to skills as it	
transition points.	need at ti	he university level	
Join conversations at appropriate	logical connec	ctions; a skill that they	
	develops stu	dents' ability to make	
	Core in re	lation to skills as it	
D	monstrate practical knowledge of the	rules of spoken discourse	e.
clarification.	they need a	t the university level	
Ask for repetition and		requests; a skill that	
	as it develop	os students' ability to	
		on to skills and values	
Participate in and lead debates.		t the university level	
	·	e properly; a skill that	
	develops	students' ability to	
	· · · · · · · · · · · · · · · · · · ·	lation to skills as it	
	Participate in problem solvi	ng activities.	
pre-assigned topics.			
Make timed presentations on			
audio-visual aids, etc.)			
variety of data (statistics, facts,			
Support presentations with a			



		Core in relation to skills as it	18 periods
		develops students' ability to	
		develop critical thinking; a skill	
	Comment on or critique what is	that they need at the university	
	heard or read.	level	
		Demonstrate ability to reinterpret texts.	
		Core in relation to skills as it	
		develops students' ability to	
	Reorganize ideas in tables,	analyze and transform data into	
	graphs, charts, etc.	discourse	
		Core in relation to attitude as it	
	Vary style to suit changing	develops students' ability to vary	
	purpose, situation, and	style and level of formality	
Written	audience.	depending on the audience	
Communication	Modify parts of the text to	Core in relation to skills as it	
	change orientation, tone, or	develops students' ability to make	
	style.	necessary modifications	
		Show advanced skills in writing well-researched papers.	
	Prepare research projects.	Core in relation to skills as it	
	Use wide variety of resources	develops students' ability to	
	and references.	develop research techniques; a	
	Follow proper documentation	skill that they need at the	
	procedures.	university level	
	Use different expository and	Core in relation to skills as it	
	argumentative methods of	develops students' ability to	
	development.	develop writing techniques; a skill	
	Draft, re-draft, and proof-read.	that they need at the university	
	Maintain thematic unity.	level	



	Write coherently employing					
	logical sequencing, transitionals,					
	and repetition of key terms.					
		Demonstrate ability to write for different interactive purposes.				
		Core in relation to skills as it				
		develops students' ability apply for				
		jobs, scholarships, etc.; a skill that				
	Fill in application forms.	they need at the university level				
	Demonstra	te critical interpretation and appreciation of written and spok	en discourse.			
		Core in relation to skills as it				
		develops students' ability to take				
	Take notes consistently and	notes; a skill that they need at the				
	coherently.	university level				
		Core in relation to skills as it				
		develops students' ability analyse				
		and make logical predictions; a skill				
		that they need at the university				
	Predict outcomes of events.	level				
Thinking	Make valid evaluations,	Core in relation to skills as it				
	judgments, and inferences.	develops students' ability to give				
	Present critique of texts and of	objective judgements; a skill that				
	others' work.	they need at the university level				
	Show the ability to evaluate different theories and strategies in fields of study.					
	Explain a theory.	Core in relation to skills as it				
	Discuss the applicability of a	develops students' ability to reflect				
	theory to a specific context.	on different theories				
	Compare between one theory					
	and another.					

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.



الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي ـ فرعا علوم الحياة و العلوم العامة

Subject Matter: English Language and Literature **Grade:** Third Secondary Sections: General Sciences & Life Sciences References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature **Details of the Curriculum Content** ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Criterion for Classifying it as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an **Prerequisites with** skills, attitudes, and/or values integrated way which engages **Identification** (There are **Core Objectives and** students in various activities. This is Skill no prerequisite **Performance Tasks** why the time will be divided equally objectives for this grade among the four main skills whereas level since it is the final thinking and grammar will be year in school) embedded into the context. Sustain comprehension in extended scientific discourse Summarize arguments. Core in relation to skills as it 9 periods develops students' ability to Paraphrase parts of organize ideas and restructure information. them; a skill that they need at the university level Demonstrate awareness of the special language used in scientific discourse. Listening Identify special linguistic Core in relation to skills as it structures and explain how develops students' ability to they deviate from normal derive the meaning of individual discourse. words and to understand semantic relations; a skill that they need at the university level



	Identify the special terms	Core in relation to skills as it		
	used in the text.	develops students' ability to focus		
		on relevant terminology; a skill		
		that they need at the university		
		level		
	Under	tand specific details and information from various scientif	ic sources.	
	Identify objectivity markers	Core in relation to skills as it		
	in scientific discourse.	develops students' ability to give		
		objective judgements; a skill that		
		they need at the university level		
	Recognize specific details as	Core in relation to skills as it		
	examples of general science	develops students' ability to		
	topics.	formulate the main idea when it is		
		implied; a skill that they need at		
		the university level		
	Understand lectures using	Core in relation to skills as it		
	scientific graphic	develops students' ability to		
	conventions.	analyze and interpret graphic		
		data; a skill that they need at the		
		university level		
	Read information gi	en through language discourse pertaining to scientific and	professional materials.	
	Interpret tone.	Core in relation to attitude as it	9 periods	
Reading	Interpret point of view.	develops students' ability to		
		understand feelings		
	Derive information from non-textual clues			



		Produce oral presentations on a variety of scientific situations.	
	presentations.	at the university level	
Communication	Deliver cause/effect	connections; a skill that they need	
Oral		develops students' ability to make	
		Core in relation to skills as it 9 periods	
	Understand and produce discourse using more advanced notions of science		
		they need at the university level	
	_ ·	illustrate data visually; a skill that	
	tables, charts, graphs, etc.	develops students' ability to	
	Organize ideas in the form of	Core in relation to skills as it	
		Demonstrate ability to interpret texts.	
		university level	
		skill that they need at the	
		and support one's view point; a	
	nom other sources.	collect enough data to convince	
	from other sources.	develops students' ability to	
	Derive relevant information	level Core in relation to skills as it	
		that they need at the university	
		obtain more detailed data; a skill	
	from textbooks.	develops students' ability to	
	Derive relevant information	Core in relation to skills as it	
		Read specialized texts efficiently.	
		university level	
		skill that they need at the	
		data and visual relationships; a	
		analyze and interpret graphic	
	tables, etc.	develops students' ability to	
	Interpret charts, graphs,	Core in relation to skills as it	



	Substantiate scientific		Core in relation to skills as it	
	hypotheses.		develops students' ability to	
	nypotneses.		explain things by using evidence; a	
			skill that they need at the	
			university level	
	Present own observations		Core in relation to skills as it	
	using visuals.		develops students' ability to	
	using visuals.		illustrate data visually; a skill that	
			they need at the university level	
		Use different spee	ch strategies for specific situations.	
	Participate in scientific	Ose unrerent spee	Core in relation to skills as it	
	defensive discourse.		develops students' ability to argue	
	defensive discourse.		objectively; a skill that they need	
			at the university level	
	Produce extended written forms.			
			Core in relation to skills as it	9 periods
			develops students' ability to argue	
	Develop scientific		objectively; a skill that they need	
	description.		at the university level	
	Understand and produce discourse using extended notions of science.			
Written			Core in relation to skills as it	
Communication			develops students' ability to make	
	Develop cause/effect		logical connections; a skill that	
	discourse.		they need at the university level	
	Observe the rules of good writing.			
	Write coherently,		Core in relation to skills as it	
	grammatically and clearly.		develops students' writing	
	Vary style and register		strategies; a skill that they need at	
	according to topic and task.		the university level	



			-		
	Select appropriate technical terminology.				
	Utilize a wide range of vocabulary and grammar.				
	Use extensive technical lexis		Core in relation to skills as it		
	for a variety of scientific		develops students' ability to use		
	situations.		wide concepts and expressions		
			Core in relation to skills as it		
			develops students' ability to use		
	Use a variety of grammatical		wide concepts and expressions to		
	components most pertinent		produce grammatically correct		
	to scientific discourse.		sentences that fit the context		
	Evaluate information given through extended scientific discourse.				
	Assess logical relationships.		Core in relation to skills as it		
	Determine whether a theory		develops students' ability to make		
	is warranted.		sound judgements by using		
			evidence; a skill that they need at		
Thinking Skills			the university level		
Tilliking Skiiis	Engage in problem-solving tasks.				
	Identify research problems.		Core in relation to skills as it		
	Conduct an experiment.		develops students' ability to		
	Organize and analyse results.		conduct research; a skill that they		
	Compare findings to those		need at the university level		
	reported in literature.				

All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.