

# الأهداف التّعليميّة الأساسيّة

# لِمَنهَج مادة اللغة الإنكليزية و آدابها للعام الدّراسّي ٢٠٢٥-٢٠٢

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.

### الفهرس

الصفحة	
3	الأسباب الموجبة وملاحظات عامّة
	الصّف
	الأول الأساسي
8	الأهداف الأساسيّة للصّف الأول الأساسيّ
	الثاني الأساسي
20	الأهداف الأساسيّة للصّفّ الثانيّ الأساسيّ
	الثالث الأساسي
38	الأهداف الأساسيّة للصّف الثالث الأساسيّ
	الرابع الأساسي
60	الأهداف الأساسيّة للصّفّ الرابع الأساسيّ
00	الخامس الأساسي
71	الأهداف الأساسيّة للصّفّ الخامس الأساسيّ



	السّادس الإساسيّ
85	الأهداف الأساسيّة للصّفّ السّادس الأساسيّ
	الستابع الأساسي
98	الأهداف الأساسيّة للصّفّ السّابع الأساسيّ
	الثَّامن الأساسيّ
108	الأهداف الأساسيّة للصف الثامن الأساسيّ
	التّاسع الأساسيّ
117	الأهداف الأساسيّة للصّفّ التّاسع الأساسيّ
	الأوّل الثّانويّ
131	الأهداف الأساسيّة للصّفّ الأوّل الثّانويّ
137	الثَّاني الثَّانويِّ— فرع الإنسانيّات
	الأهداف الأساسيّة للصّفّ الثّانيّ الثّانويّ – فرع الإِنسانيّات
	الثَّاني الثَّانوي – فرع العلوم
145	الأهداف الأساسيّة للصّفّ الثّاني الثّانويّ— فرع العلوم
	التَّالث التَّانويِّ – فرع الآداب والإنسانيّات
152	الأهداف الأساسيّة للصّفّ الثّانويّ – فرع الآداب والإِنسانيّات
	الثَّالث الثَّانويِّ – فرع الاجتماع والاقتصاد
158	الأهداف الأساسيّة للصّفّ الثّانويّ – فرع الاجتماع والاقتصاد
	الثَّالث الثَّانويِّ— فرعا العلوم العامَّة وعلوم الحياة
166	الأهداف الأساسيّة للصّف الثّانويّ– فرعا العلوم العامّة و علوم الحياة
	· · · · · · · · · · · · · · · · · · ·



### مقدمة للمناهج للعام الدراسي ٢٠٢٥ – ٢٠٢٦

شهد القطاع التربوي في لبنان خلال السنوات الأخيرة تحدّيات غير مسبوقة نتيجة الأزمات المتلاحقة، الاقتصاديّة وجائحة كوفيد والحوادث الأمنيّة، التي أثّرت بصورة مباشرة على انتظام العمليّة التعليميّة التعليميّة التعليميّة التعليميّة وأدّت إلى تراجع عدد أيام التعليم الفعلي وتفاقم الفقدان التعلميّ لدى المتعلمين في مختلف المراحل الدراسيّة. ولمعالجة الفقدان التعلميّ والعودة إلى المستوى المطلوب، برزت حاجة ملحّة إلى مراجعة المناهج التعليميّة المقلّصة في السنوات الأخيرة.

ومن أجل تعزيز جودة التّعليم، تمّ إعداد هذا المنهاج للعام الدّراسيّ ٢٠٢٥-٢٠٢٦ وفاقَ رؤية علميّة وتربويّة متكاملة، تُراعي ما يأتي:

أوّلًا: تنفيذ "برنامج التدخّل التربويّ"، والذي يهدف إلى ردم الفقدان التّعلّميّ، ويستهدف المفاهيم والكفايات التّأسيسيّة في موادّ اللّغات والرّياضيّات، وذلك للصّفوف من الأساسيّ الثّاني حتّى الأساسيّ الثّاني خضع له السّادس. يمتدّ هذا البرنامج على مدى عشرة أسابيع، تشمل أسبوعين تجريبيّين وثمانية أسابيع تطبيقيّة، ويبدأ مع انطلاق العام الدّراسيّ، ويُبنى محتوى التّدخل على نتائج التّقويم التّشخيصيّ الّذي خضع له المتعلّمون في نهاية العام الدّراسيّ السّابق (حزيران ٢٠٢٥).

ثانيًا: القيام بالتقييم التشخيصيّ الوطنيّ في صَفوف التّاسع أساسي والأول التّانويّ والتّالث التّانويّ.

ثالثًا: إعادة النّظر في المواضيع والأهداف التّعليميّة التي ستعتمد للعام الدراسيّ الحاليّ، وذلك بهدف العودة التدريجيّة الى مناهج التعليم المحدّدة في التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبنيّ على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣، للحلقة الثّالثة من مرحلة التّعليم الأساسيّ ولمرحلة التّعليم الثّانويّ.

وتجدر الإشارة إلى أن المنهاج الدّراسيّ يرتكز على مبادئ الإنصاف والمرونة والتكامل، ويهدف إلى معالجة آثار الفقدان التّعلّميّ، وتعزيز المعارف والكفايات، بما يضمن تفاعلًا إيجابيًا مع المحيط التّربويّ والاجتماعيّ.

#### المعطيات

- بداية التّعليم الفعلي: الاثنين ٢٢ أيلول ٢٠٢٥.
- نهاية التّعليم الفعليّ: نهاية الأسبوع الأوّل من شهر حزيران ٢٠٢٦.



• برنامج التدخل للتعافي: مخصّص من الصّف الثاني من التّعليم الأساسيّ حتّى الصّف السادس من التّعليم الأساسيّ، ويمتدّ على أسبوعين تجريبيّين، ومن ثمّ على مدى ثمانية أسابيع ابتداءً من ٢٢ أيلول ٢٠٢٥.

#### وبناءً عليه،

#### 1- برنامج التعافي من الصّف الثاني إلى الصّف السّادس أساسي والمنهاج للعام الدراسي ٢٠٢٥-٢٠٢٠

يُنفَّذ هذا البرنامج من خلال تعليم فعليّ للمفاهيم والكفايات التأسيسيّة لمواد الرياضيّات واللغات على الشكل الآتي:

### • بالنسبة لمواد اللغات

يُنفَّذ البرنامج ضمن حصص اللغات، بحيث تُخصَّص له ٧ حصص، من الصف الثاني أساسي حتى الصف الثالث أساسي و ٦ حصص من الصف الرابع أساسي حتى الصف السادس أساسي.

## • بالنسبة لمادة الجغرافيا ولأنشطة التعلم الاجتماعي الانفعالي

تنفَّذ هذه الأنشطة في بداية حصص مادة الجغرافيا، من الصف الثاني أساسي حتى الصف السادس أساسي، لمدة ١٥ دقيقة، على أن تستكمل الحصة بتعليم مادة الجغرافيا.

#### • بالنسبة لمادة الرباضيات:

من الصف الثاني أساسي حتى الصف الثالث أساسي، يُنفَّذ البرنامج ضمن حصص مادة الرياضيات (٥ حصص)، بالإضافة إلى تخصيص حصة واحدة من حصص مادة العلوم لتطبيق أنشطة دعم تعزّز المواضيع التأسيسيّة في الرياضيّات. أما الحصص المتبقية من مادة العلوم تخصّص لمراجعة المفاهيم الأساسيّة التي تحتاجها معلمة المادة.

من الصف الرابع أساسي حتى الصف السادس أساسي، يُنفَّذ البرنامج ضمن حصص مادة الرياضيّات (٥ حصص)، وتُخصَّص حصّتين من حصص مادة العلوم لتنفيذ أنشطة دعم تعزز المواضيع التأسيسيّة في مادة الرياضيّات. أما الحصص المتبقية من مادة العلوم تُخصَّص لتدريس مادة العلوم، مع مراعاة تخصيص وقت كافٍ لمراجعة المعارف الضرورية التي تحتاجها معلمة المادة، وذلك في إطار التحضير للسنة الدراسية الحالية.



#### بالنسبة لمادة العلوم:

من الصف الثاني أساسي حتى الصف الثالث أساسي، تُخصّص حصة واحدة من حصص مادة العلوم لتطبيق أنشطة دعم تعزّز الكفايات التأسيسيّة في الرياضيات. أما الحصص المتبقية من مادة العلوم تخصّص لمراجعة المفاهيم الأساسيّة التي تحتاجها معلمة المادة.

من الصف الرابع أساسي حتى الصف السادس أساسي، تُخصَّص حصتين من حصص مادة العلوم لتنفيذ أنشطة دعم تعزز الكفايات التأسيسية في الرياضيات. أما الحصص المتبقية من مادة العلوم تُخصَّص لتدريس مادة العلوم، مع مراعاة تخصيص وقت كافٍ لمراجعة المعارف الضرورية التي تحتاجها معلمة المادة، وذلك في إطار التحضير للسنة الدراسيّة الحاليّة.

### • بالنسبة لباقى المواد (التربية الوطنيّة والتنشئة المدنيّة والمواد الإجرائيّة):

تنفّذ في الحصص المخصّصة لها في الحلقتين الأولى والثانية من التعليم الأساسيّ.

### 2- توزيع مناهج المواد خلال العام الدراسي ٢٠٢٥-٢٠٢٦

• أسابيع التعليم الفعلي في الحلقتين الأولى والثانية من التعليم الأساسي

### الصف الأول أساسي

تُوزّع مناهج المواد الدراسيّة على مدى ٢٧ أسبوعًا فعليًا من التّعليم، وذلك من أصل ٣١ أسبوعًا دراسيًا يُستثنى منها ٤ أسابيع مخصّصة لامتحانات نصف السّنة ونهايتها، وامتحانات السّعي، بالإضافة إلى العطل المدرسيّة المتفرّقة.

### الصف الثاني إلى الصف السادس أساسي



تُوزّع مناهج المواد المشمولة ببرنامج التعافي، وهي الرياضيّات واللغات، على مدى ١٩ أسبوعًا من التعليم الفعليّ، وذلك من أصل ٣١ أسبوعًا دراسيًا. يُستثنى من هذا العدد أسبوعان مخصّصان لامتحانات نصف السنة ونهايتها، بالإضافة إلى العطل المدرسيّة المتفرّقة، و١٠ أسابيع مخصّصة لتنفيذ برنامج التعافي، ليبقى مجموع أسابيع التعلم الفعليّ ١٩ أسبوعًا فقط. إن ردم الثغرات المرتبطة بالكفايات والمواضيع التأسيسيّة سيكون له أثر إيجابيّ وفعّال على التحصيل التعلميّ للمتعلمين، مما يُسهم في تسريع عملية اكتساب المواضيع الجديدة، ويحدّ من الفقدان التعلمي بشكل أكبر.

يُوزّع منهج مادة العلوم في الصف الثاني أساسيّ على مدى ٢٣ أسبوعا وفي الصف الثالث أساسيّ على مدى ٢٥ أسبوعا وفي الصف الرابع والخامس أساسيّ على مدى ٢٤ أسبوعا وفي الصف السادس أساسيّ على مدى ٢٤ أسبوعا.

ونظرًا لتخصيص ١٥ دقيقة من حصص مادة الجغرافيا، من الصف الثاني أساسيّ حتى الصف السادس أساسي، لتنفيذ أنشطة التعلم الاجتماعي والانفعالي، يُعاد توزيع محتوى منهج مادة الجغرافيا على مدى ٢٢ أسبوعًا.

توزّع كل من مناهج مواد التربية الوطنية والتنشئة المدنية وباقي المواد الإجرائية على مدى ٢٧ أسبوعا.

- أسابيع التعليم الفعلي في الحلقة الثالثة من التعليم الأساسي وفي مرحلة التعليم الثانوي
- ◄ الصفوف التي يشملها التقييم التشخيصي الوطني (التاسع أساسي، الأول ثانوي والثالث ثانوي بفروعه كافة):

توزع مناهج المواد ضمن هذه الصفوف على ٢٦ أسبوعا.

يُخصّص أسبوع واحد لإجراء التقييم التشخيصي الوطني، وتُوزّع مناهج المواد الدراسية على مدى ٢٦ أسبوعًا فعليًا من التعليم، وذلك من أصل ٣١ أسبوعًا دراسيًا. أي يُستثنى من ٣١ أسبوعا أربعة أسابيع مخصصة لامتحانات نصف السنة ونهايتها، وامتحانات السعى، بالإضافة إلى العطل المدرسيّة المتفرّقة والفقدان التعلميّ.

### ◄ الصفوف التي لا يشملها التقييم التشخيصي الوطني:

تُوزّع مناهج المواد الدراسيّة على مدى ٢٧ أسبوعًا فعليًا من التعليم، من أصل ٣١ أسبوعًا دراسيًا. أي يُستثنى من ٣١ أسبوعا أربعة أسابيع مخصّصة لامتحانات نصف السنة ونهايتها، وامتحانات السعى، بالإضافة إلى العطل المدرسيّة المتفرّقة والفقدان التعلميّ.



## المَراجِع المُعتَمَدَة في هذا السّياق:

- 🗸 مَناهِج التَّعليم العام وأهدافها (المَرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨) والتَّعاميم اللَّاحِقَة بِحَسَب تَفاصيل مُحتَوى مَنهَج مادَّة اللغة الإنكليزية.
- ◄ التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/ م/ ٢٠١٦ تاريخ ٣/ ٢٠١٩ للحلقة الثّالثة من مرحلة التعليم الثّانويّ.

# جدول الأهداف التّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية و آدابها للصّف المعني

- العمود الأول: تفاصيل محتوى المنهج /المهارات المرتبطة بالأهداف الأساسيّة للصّفّ المعني.
  - العمود الثاني: الأهداف الأساسيّة للصّفّ 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 cui	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	Criterion for classifying each as core				
Skill	Core Objectives and Performance Tasks	Prerequisites with	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			
		Identification		time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.			
	Develop	basic factual and inferential com	prehension of what is heard.				
Listening	Mime actions or feelings described.	Prerequisite from Grade 1 to		47 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, country or origin).	Grade 2 and subsequent classes					
	Match sounds heard to actual objects, i.e., a horn to a car.	Prerequisite from Grade 1 to 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	47 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 o	f Prerequisite from Grade 1 to		
three events or pictures.	Grade 2 and subsequent classes		
·	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 i	t Grade 2 and subsequent classes		
develops students' ability key deta	ils		
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 a	t 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 stor	y: Prerequisite from Grade 1 to		
i.e., beginning, middle, end.	Grade 2 and subsequent classes		
Select the favorite picture, charact	er, 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 i	read.	
Give reasons (Justify) why they like			
dislike characters.	Grade 2 and subsequent classes		
Infer reasons for actions in the sto	•		
	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 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		47 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			



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	onal 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	
	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		



T				
	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	
		l 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		48 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		
	Produce recognizable	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	umerals 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	



Identify 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.
Arrange scrambled words in correct	Prerequisite from Grade 1 to		
sentence order.	Grade 2 and subsequent classes		
Arrange scrambled sentences in	Prerequisite from Grade 1 to		
correct logical order.	Grade 2 and subsequent classes		
Identify 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 personal and biographical data.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Write 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	
(narration) 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 repert	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 ski	ills: 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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



# 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 cui	rriculum content of English Language a	and Literature  - Circular No.33 / m /	1998 (Date: 1st - Month : July - `	Year: 1998)
		Details of the Curriculum Conto	ent	
		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 pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		33 periods
	Follow instructions to fill in simple forms and charts.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Respond to a series of oral instructions through whole-body involvement.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		



Place a check mark to identify		Core in relation to skills as it	
short sentences heard.		develops students' ability to	
		connect comprehension to	
		communication using	
		reasoning skills	
List actions mentioned in a given	Prerequisite from Grade 2 to		
audio recording.	Grade 3 and subsequent classes		
Identify 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	
Paraphrase the audio input in own	Prerequisite from Grade 2 to		
words.	Grade 3 and subsequent classes		
Use graphic organizers (lists,	Prerequisite from Grade 2 to		
charts, spider grams) to chart	Grade 3 and subsequent classes		
information mentioned.			
Listen to a simple description of		Core in relation to skills as it	
something and guess what it is.		develops students' ability to	
		use reasoning and	
		comprehension skills before	
		communicating	
Use previous information in the	Prerequisite from Grade 2 to		
audio input to predict what will	Grade 3 and subsequent classes		
happen next.	Community and and interest	tbat ia baand	
	Comprehend and interpre	et what is neard.	
Select the most appropriate	Prerequisite from Grade 2 to		
ending.	Grade 3 and subsequent classes		
Demons	trate 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 decodin	g skills.	
	Discriminate between short and	Prerequisite from Grade 2 to		33 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)	Grade 3 and subsequent classes		
	words aloud.			
	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).	Grade 5 and subsequent classes	
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



Translate contractions (do + not,		Core in relation to skills as it	
have + not, can + not, verb 'to be'		develops students' ability to	
+ not) by stating their complete		apply their knowledge of	
form.		shortened forms of two words	
Match statements with their		Core in relation to skills as it	
corresponding pictures.		develops students' ability to	
		match comprehension with a	
		task	
Demonstrat	e the ability to use textual and exp	eriential-based clues to get mean	ing.
Provide synonyms, antonyms, and	Prerequisite from Grade 2 to		
definitions for words in a passage.	Grade 3 and subsequent classes		
Replace proper nouns in a text	Prerequisite from Grade 2 to		
with their pronouns referents.	Grade 3 and subsequent classes		
Justify why a certain group of	Prerequisite from Grade 2 to		
words belongs or doesn't belong	Grade 3 and subsequent classes		
to a specific lexical set.			
Orally explain meanings of		Core in relation to skills as it	
common homophones and		develops students' ability to	
homographs in a text.		explain words that sound the	
		same but have different	
		spellings and meanings (	
		two/too)and words that are	
		spelled the same and have the	
		same or different sound, but	
		different meanings ( left / left )	
		in context using their reasoning	
		skills	



1		
ords in a	Core in relation to skills as it	
	develops students' ability to	
	identify new words from two	
	words joined together.	
sage that Prerequisite from	Grade 2 to	
es', '-er', '- Grade 3 and subse	quent classes	
and 'less'.		
g words.	Core in relation to skills as it	
	·	
	•	
	using their reasoning skills	
of the Prerequisite from	n Grade 2 to	
on textual Grade 3 and subse	quent classes	
Develop basic fac	ctual comprehension of what is read.	
priately to Prerequisite from	n Grade 2 to	
ch elicit Grade 3 and subse	quent classes	
, quantity,		
in simple		
oh and Prerequisite from	Grade 2 to	
t. Grade 3 and subse	quent classes	
nces in the Prerequisite from	n Grade 2 to	
ce. Grade 3 and subse	quent classes	
y. Grade 3 and subse	quent classes	
Develop basic con	nprehension of appropriate literature.	
	of the don't extual of the prerequisite from Grade 3 and subsection of the prerequisite from Grade 3 and subsection of the priately to chelicit quantity, in simple on the prerequisite from Grade 3 and subsection of G	develops students' ability to identify new words from two words joined together.  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Core in relation to skills as it develops students' ability to comprehend words that have different meanings in context using their reasoning skills  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Develop basic factual comprehension of what is read.  Priately to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes  Prerequisite from Grade 2 to Grade 3 and subsequent classes



_		
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.		



	Develop oral and silent	reading skills.	
is unreal.	Grade 3 and subsequent classes		
Distinguish what is real from what	Prerequisite from Grade 2 to		
with reference to the text.	Grade 3 and subsequent classes		
Speculate on the author's purpose	Prerequisite from Grade 2 to		
		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	what is read.	
		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.	S. dae 3 died sabsequent classes		
'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	Grade 3 and subsequent classes		
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 appropriate expression.	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	
		Impart and seek factua	l information.	
Oral Communication	Ask and give additional personal information (name, sex, age, telephone number, nationality, birthday, family members, friends, pets) using simple sentences.  Describe self, classmates, or family members using simple sentences.  Recall specific facts from a story and phone messages.	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	33 periods
Communication			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 a cartoon strip using simple sentences.		Core in relation to skills as it develops students' ability to utilize active recalling for retention  Core in relation to skills as it develops students' ability to communicate using active recalling and reasoning	



Discuss videos, celebr	ations and	Core	e in relation to skills as it	
artwork using simple	·		elops students' cognitive	
artwork using simple	sentences.			
Describe recorded /original	a alla a atta a a		bility during interactions	
Describe people's/anir			e in relation to skills as it	
using simple sent	ences.		elops students' ability to	
			utilize active recalling	
Compare and contrast	-			
in a book, film, TV pro	ogram, etc. Grade 3 and subs	sequent classes		
using simple sent	ences.			
State differences betw	een actions Prerequisite fro	m Grade 2 to		
and events in pic	tures. Grade 3 and subs	sequent classes		
Ask for and give instru	ctions using Prerequisite fro	om Grade 2 to		
simple senten	ces. Grade 3 and subs	sequent classes		
Ask and answer 'wh-	questions' Prerequisite fro	om Grade 2 to		
which elicit informat	ion about Grade 3 and subs	sequent classes		
quantity, quality, dis	tance, and			
size.				
	Deve	elop oral transactional s	kills.	
Decline an offer or i	nvitation. Prerequisite fro	m Grade 2 to		
	Grade 3 and subs	sequent classes		
Give permission to do	something. Prerequisite fro	m Grade 2 to		
·	Grade 3 and subs	sequent classes		
Inquire whether oth		•	e in relation to skills as it	
permission to do so		dev	elops students' ability to	
·			ommunicate in a social	
			ext using their repertoire	
			romote self-actualization	



Argue why one would approve or Prerequisite from Grade 2 to
9 ,
disapprove of an event and/or Grade 3 and subsequent classes
plan.
Offer and request assistance Prerequisite from Grade 2 to
during group work. Grade 3 and subsequent classes
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 feelings and emotional states.
Describe likes and dislikes about
food, clothes, hobbies, people, Grade 3 and subsequent classes
characters, stories, movies,
cartoons, etc.
Express and inquire about moods
and feelings: pleasure and Grade 3 and subsequent classes
displeasure, fear, surprise,
interest, disappointment, etc.
Express gratitude. Core in relation to skills as it
develops students' ability to
communicate in a social
context using their repertoire



Express and inquire about needs		Core in relation to skills as it	
and desires.		develops students' ability to	
and desires.		communicate in a social	
		context using their repertoire	
		to promote self-actualization	
Justify and 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	
Empathize 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 appropriate non-verbal	Prerequisite from Grade 2 to		
communication (nod, shake head,	Grade 3 and subsequent classes		
shrug shoulder, frown, smile) to			
accompany oral output and/or			
solve a communication problem.			
Greet and take leave appropriately	Prerequisite from Grade 2 to		
in a variety of different settings.	Grade 3 and subsequent classes		
Develop grammat	tical competence (lexis, phonology,	syntax) in increasingly complex s	ituations.
Experiment with learned and		Core in relation to skills as it	
acquired words in new contexts.		develops students' ability to	
		extend their learning	
Produce sentences using	Prerequisite from Grade 2 to		
appropriate 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	-	Core in relation to skills as it	
	rising intonation.		develops students' awareness	
	G		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		34 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		



Drastica conital latters and	Droroguisita from Crada 2 to	
Practice capital letters and lowercase letters.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Group and print letters according		Core in relation to skills as it
to different types of strokes and		develops students' ability to
orientation, i.e. ascenders and		develop fluent, legible and
descenders.		efficient handwriting
Select words to complete	Prerequisite from Grade 2 to	
sentences.	Grade 3 and subsequent classes	
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		Core in relation to skills as it
numbers (from 0).		develops students' numeracy
	Practice using vowel sounds and	common letter strings.
Spell and write down words that		Core in relation to skills as it
have long vowel sounds (especially		develops students' ability to
words ending with the letter 'e').		find same strings of letters in
,		many words
Spell words related to the		Core in relation to skills as it
following themes: colors, food,		develops students' ability to
days.		spell words connected to
		universal themes
Use knowledge of spelling	Prerequisite from Grade 2 to	
patterns and word families to spell	Grade 3 and subsequent classes	
correctly monosyllabic words one		
uses regularly in own writing.		
2.222 1 2 5 and 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		



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 conveyed.	Grade 3 and subsequent classes	
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	
	evelop 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 multipartical diff		
E11 1 C 21 1 C 1	Communicate in writing using diff	rerent 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	blems.		
	Preview discourse by examining	Prerequisite from Grade 2 to		
Thinking	title, illustrations, first and last	Grade 3 and subsequent classes		
р	lines, etc.			
	Self-evaluate: recognize need for	Prerequisite from Grade 2 to		
	peer and adult assistance.	Grade 3 and subsequent classes		



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 s	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 lif	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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



# الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الثالث الأساسى

Subject Matter: English Language and LiteratureGrade: ThreeCycle 1 of Basic Education

References:

Decree No. 10227 of 8/5/1997

Details of the cu	rriculum content of English Language and Liter	rature		
	Det	tails of the Curriculum Co	ntent	
		Criterion for cl	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	33 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	
			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	



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	
	Comprehend and interp	ret 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 decod	ing skills.			
	Recognize compound words containing	Prerequisite from Grade		33 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				



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



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	



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	
Deve	elop basic comprehension of	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	



Make text-to-self connections by giving			
examples of characters, settings, events		Core in relation to skills as it 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	
	Interpret what		
Fundain why and identifies alongly with	interpret wild	Core in relation to skills as it	
Explain why one identifies closely with			
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	2	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 abo		



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		



		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		33 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	



Advise others to do semething		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		
, and the second	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		



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	



-				
	Express disappointment.		Core in relation to skills as it	
			develops students' ability to	
			communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	
	Express sympathy.		Core in relation to skills as it	
			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		



			į		
Empathize	with characters in a story, and	Prerequisite from Grade			
explain w	hat one would do in a similar	3 to Grade 4 and			
	situation.	subsequent classes			
	Use appropriate sociolinguistic rules.				
Give co	ues 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 n	ew contexts for learned and		Core in relation to skills as it		
	acquired words.		develops students' ability to		
			transfer knowledge		
Genera	ite original sentences using		Core in relation to skills as it		
appropria	ite 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		
	om memory longer pieces of	Prerequisite from Grade			
discourse;	i.e. poems, chants, songs, and	3 to Grade 4 and			
	limericks.	subsequent classes			
	Partici	pate effectively in a range	of group speech activities.		



	Participate in information gap and	Prerequisite from Grade		
	problem-solving activities.	3 to Grade 4 and		
		subsequent classes		
	Explain and demonstrate a process.	Prerequisite from Grade		
		3 to Grade 4 and		
		subsequent classes		
	Deve	elop competence in severa	l basic print conventions.	
	Leave the right amount of space between	Prerequisite from Grade		34 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	nastery 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.	



Write the date correctly. Prerequisite from Grade	
3 to Grade 4 and	
subsequent classes	
Fill in the blank with a missing word. Prerequisite from Grade	
3 to Grade 4 and	
subsequent classes	
Unscramble letters to form words. Prerequisite from Grade	
3 to Grade 4 and	
subsequent classes	
Select phrases to complete sentences. Prerequisite from Grade	
3 to Grade 4 and	
subsequent classes	
Record data on a graph.	Core in relation to skills as it
	develops students' ability to
	organize, classify and
	communicate ideas
	effectively
Spell regularly used words which ob	bserve common patterns.
Create as many words as one can from a Prerequisite from Grade	
given word. 3 to Grade 4 and	
subsequent classes	
Use clusters to form as many new words Prerequisite from Grade	
as possible, using a given sound. 3 to Grade 4 and	
subsequent classes	
Give examples of words which follow a	Core in relation to skills as it
stated spelling rule.	develops students' ability to
	apply spelling rules
Practice using vowel sounds and of	common letter strings.



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



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	Imormation
'because'.	3 to Grade 4 and	
because .	subsequent classes	
Combine short sentences with 'and,' 'but,'	Prerequisite from Grade	
'also'.	3 to Grade 4 and	
4,30	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
Harada da al Patria a d'Università del and	Decree Salle Common Common	writing
Use a checklist to edit grammatical and	Prerequisite from Grade	
syntax errors.	3 to Grade 4 and	
	subsequent classes	



Interpret simple correction signs and	Prerequisite from Grade		
symbols.	3 to Grade 4 and		
,	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		
	3 to Grade 4 and		
	subsequent classes		
Unscramble mixed-up sentences into a		Core in relation to skills as it	
coherent paragraph.		develops students' ability to	
		sequence events in context	
Indicate pairs of sentences where a		Core in relation to skills as it	
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	



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	



	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	



Set a specific learning goal		Core in relation to skills as it	
Set a specific learning goal.			
		•	
		· ·	
Deve		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	lop confidence and autono	omy as life-long learners.	
Request assistance from peers, adults,	Prerequisite from Grade		
	•		
'	subsequent classes		
Give and receive feedback on work	•		
	•		
p. 555			
	Relate language experiences to life experiences.  Contrast two characters from the same story; a favorite storybook character with a family member and friend.  Classify information in semantic groups, lexical sets, timelines, and graphic organizers.  Identify irrelevant information.	Relate language experiences to life experiences.  Contrast two characters from the same story; a favorite storybook character with a family member and friend.  Classify information in semantic groups, lexical sets, timelines, and graphic organizers.  Identify irrelevant information.  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  Develop confidence and autone  Request assistance from peers, adults, parents.  Give and receive feedback on work  Prerequisite from Grade 3 to Grade 4 and subsequent classes	develops students' ability to use personal information to promote self- directed learning    Develop information processing skills: literal and critical.



- 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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



# الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الرابع الأساسي

Subject Matter: English Language and LiteratureGrade: FourCycle 2 of Basic Education

References:

Decree No. 10227 of 8/5/1997

	urriculum content of English Language an	Details of the Curriculum Conten	,	·
		Criterion for classify		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.	
J	Form and respond to literal questions related to content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		28 periods
	Label, locate, or list items on printed page, map, or picture.		Core in relation to skills as it develops students' ability to connect active listening and attention to details	
	Complete an unfinished picture to match oral description.		Core in relation to skills as it develops students' ability to connect active listening and attention to details	



 Recall major events heard.		Core in relation to skills as it	
Recall major events heard.		develops students' ability to	
		connect active listening	
		and global comprehension	
Order a set of pictures in sequence		Core in relation to skills as it	
Order a set of pictures in sequence.			
		develops students' ability to	
		put events, and ideas in a	
		logical order	
	Comprehend and interpret sp	oken discourse.	
Distinguish between main idea and	Prerequisite from Grade 4 to		
details.	Grade 5 and subsequent classes		
Identify 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	
Predict content or outcomes of	Prerequisite from Grade 4 to		
situations &/or information shared	Grade 5 and subsequent classes		
orally on the basis of familiar	·		
experiences.			
	mprehend, appreciate, and enjoy li	terary spoken discourse.	
Relate the actions and/or feelings of	Prerequisite from Grade 4 to		
speakers to personal experiences.	Grade 5 and subsequent classes		



	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	
		and the second of the second o	a task	
		mprehend varied written discourse	e (prose and non-prose).	20
	Ask and Respond to 'Wh-', 'Yes/No'	Prerequisite from Grade 4 to		28 periods
	and 'T/F' questions in complete	Grade 5 and subsequent classes		
	sentences.			
	Recall stated main ideas and/or	Prerequisite from Grade 4 to		
Dooding	details in informational and	Grade 5 and subsequent classes		
Reading	narrative passages.			



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



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	
<i>J.</i>		to creative production	
	Expand linguistic analy	rsis 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 and ideas.			



	Answer questions related to self,	Prerequisite from Grade 4 to		28 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 int	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	
			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	



	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	29 periods
Written			develops students' ability to	
Communication			communicate ideas and	
			information according to	
			different formats	



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		



	Review one's and other	s' 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.		Core in relation to skills as it develops students' ability to read critically and correct the product	
Proofread and edit a piece of writing.		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		
and symbols.	Participate in guided a	ctivities.	



	Provide descriptions using		core in relation to skills as it	
	memorized expressions.		develops students' ability to	
			develop <i>accuracy</i> 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 cor	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		



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	what will happen	
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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



## الأهداف التّعليميّة الأساسيّة لِمَنهَج مادّة اللغة الإنكليزية للصف الخامس الأساسي

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

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 class		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		28 periods			
	Trace route / path on a		Core in relation to skills as it	·			
	map.		develops students' ability to				
			connect active listening and				
Listening			attention to details with reading maps				
	Draw a picture to match oral description.		Core in relation to skills as it 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.						



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	d 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 ٢٠١٧ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ العبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٣ ٢٠١ تاريخ ٢٠١٦/٩٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

C		Constantation to altitude	
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.	
Repeat poems and songs.		Core in relation to skills as it	
		develops students' ability to read,	
		understand and appreciate based on	
		preferences	
Explain actions / feelings	Prerequisite from Grade 5 to	•	
of the speaker.	Grade 6 and subsequent classes		
Provide rhyming words to		Core in relation to skills as it	
the 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		
response checklist on a	Grade 6 and subsequent classes		
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 ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، 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.	Grade o ana subsequent classes		
	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	Grade o and subsequent classes	Core in relation to skills as it	
	examples.		develops students' ability to infer	
	examples.		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	(р. сес стано пр. сес у	28 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.			
- I.	Retell in sequence the	Prerequisite from Grade 5 to		
Reading	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	interpret written discourse.	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ 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 cause and effect	Prerequisite from Grade 5 to	
relationships, facts and	Grade 6 and subsequent classes	
opinions, main ideas and		
supporting details in		
narrative and		
informational texts.		
Predict contents of a text	Prerequisite from Grade 5 to	
by accessing prior	Grade 6 and subsequent classes	
knowledge and		
experience.		
Revise predictions of		Core in relation to reading skills as
outcomes / consequences		it develops students' ability to use
from textual clues.		information available, and prior
		knowledge to anticipate what will
		happen
Infer logical consequences		Core in relation to skills as it
by relating causal		develops students' ability to use
relationships.		reasoning regarding causes and
		effects
Compare and contrast	Prerequisite from Grade 5 to	
major similarities /	Grade 6 and subsequent classes	
differences between two		
objects, characters,		
activities, etc.		
	Comprehend, appreciate	and enjoy literary written discourse.



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

I			
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		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ 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.

	Classify new words into established patterns.  Read grade-level text orally with accuracy, appropriate rate, and		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	
	expression.  Read grade-appropriate sight words (part one of the nouns Dolch words).	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Identify common connectives in narrative and informational texts.		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 in	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		28 periods
	Give instructions on how to do something using visuals.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Disco	uss historical places,		Core in relation to skills as it develops students' ability	
	marks of a country,		to present descriptions in detail	
lanu	etc.		for others to examine and	
	etc.		comment	
	etect and describe		Core in relation to skills as it	
	erences between a			
			develops students' ability to describe differences with an	
pict	ture and an altered			
	version of it.		attention to details	
	scribe past events	Prerequisite from Grade 5 to		
	h occurred at school	Grade 6 and subsequent classes		
aı	nd/or in the local			
	community.			
	real life incidents or	Prerequisite from Grade 5 to		
	rities that happened	Grade 6 and subsequent classes		
to sel	f or family members.			
Reco	unt real or imaginary		Core in relation to skills as it	
ev	ents to peers and		develops students' ability to	
	others.		communicate with others	
		Exchange opir	nions and interpretations.	
R	ecognize several	Prerequisite from Grade 5 to		
	similarities and	Grade 6 and subsequent classes		
dif	ferences between			
chara	acters or actions in a			
sto	ory, a play, or a TV			
	program, etc.			
Prop	ose alternatives to a	Prerequisite from Grade 5 to		
·	ggested course of	Grade 6 and subsequent classes		
	action.	·		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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,	Prerequisite from Grade 5 to		
feelings, interests, etc.  Talk about strategies for	Grade 6 and subsequent classes Prerequisite from Grade 5 to		
coping with personal problems.	Grade 6 and subsequent classes		
Talk about aptitudes,	Prerequisite from Grade 5 to		
abilities and preferences.	Grade 6 and subsequent classes		
Sympathize with the		Core in relation to skills as it	
problems of others. e.g.,		develops students' ability to	
animals in captivity.		express feelings and empathize	
Demo	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	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ 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.

	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		
	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	
			transactional writing.	
	Write letters to friends.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		28 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		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Maintain a journal / diary   Prerequisite from Grade 5 to	
on a regular basis. Grade 6 and subsequent classes	
Fill in bubbles in a cartoon 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 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	
Review one'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.	



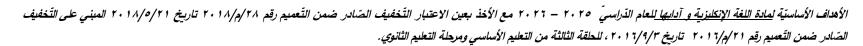
### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١١م/٣٠ تاريخ ٢٠١٦/١٪ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

5 6 1 1 1:	5 ( 6		
Proofread and edit a	Prerequisite from Grade 5 to		
piece of writing.	Grade 6 and subsequent classes		
Elicit advice from peers		Core in relation to skills as it	
for correction of content.		develops students' ability to accept	
		other's opinions and work	
		cooperatively	
Add descriptive words to		Core in relation to skills as it	
better express mood or		develops students' ability to use	
feelings.		learnt adjectives and adverbs	
	Participat	e in guided activities.	
Provide an appropriate	Prerequisite from Grade 5 to		
title, topic or concluding	Grade 6 and subsequent classes		
sentence.	·		
Arrange scrambled	Prerequisite from Grade 5 to		
sentences / paragraphs in	Grade 6 and subsequent classes		
the correct order.	·		
Use suitable joining words	Prerequisite from Grade 5 to		
to devise compound	Grade 6 and subsequent classes		
sentences.	·		
Chart similarities and	Prerequisite from Grade 5 to		
differences on a graphic	Grade 6 and subsequent classes		
organizer.			
Complete an unfinished		Core in relation to skills as it	
text.		develops students' ability to use	
		logical thinking to extend learning	
	Develop confidence in	ability to communicate in writing.	
	•	•	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ 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	Integrated within the objectives
	Submit writing to the		develops students' self –	
	school magazine.		evaluation to be confident to	
			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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



الأهداف الأساسيّة لمادة اللغة الإنكليزية و آدابها للعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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/٢٠١٦ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

### 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

	urriculum content of English Language a	Details of the Curriculum Conten	+		
		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 7 and subsequent classes		28 periods	
	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			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٦ 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 ٢٠١٦/٣ ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Comprehend and interpret spo	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.	



### الأهداف الأساسنية ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٠ – ٢٠٢٦ 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 ٢٠١٦/١٣)، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Repeat poems with attention to rhyme and rhythm.  Relate characters to actions and settings.	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	
	Ü	Expand linguistic analys	sis skills.	
	Classify key terms and transitionals.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	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	Prerequisite from Grade 6 to Grade		
	purpose.	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		28 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		



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Write labels for missing elements in		Core in relation to skills as it	
non-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		
relationships in narrative and	7 and subsequent classes		
informational texts.			
Distinguish between personal		Core in relation to skills as it	
opinions and factual opinions.		develops students' ability to	
		comprehend and develop	
		their critical and analytical	
		skills in both reading and	
		listening	
Differentiate between fiction and	Prerequisite from Grade 6 to Grade		
non-fiction.	7 and subsequent classes		
Discuss 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	
accessing knowledge from content		skills as it develops	
matter areas and from personal		students' ability to use	
experiences.		information available, and	
		prior knowledge to	
		anticipate what will happen	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ 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.

Justify and confirm infere about outcomes.	ences	Core in relation to skills as it develops students' ability to comprehend using higher level guiding questions (why, how, what) and clues to connect outcomes with justifications	
Categorize similarities a differences between chara actions, feelings, etc	rcters, 7 and subsequent classes	le	
	Comprehend, appreciate and enjoy	literary written discourse.	
Justify feelings about chara events, etc. Infer meaning from spec	7 and subsequent classes cific Prerequisite from Grade 6 to Grad		
examples, definitions, or general context.	from 7 and subsequent classes		
Analyze word parts to de meaning of new word Recognize and provide synd	s. 7 and subsequent classes		
antonyms, homographs, homophones.	•		
	Expand linguistic and	alysis skills.	
Read grade-level text orall accuracy, appropriate rate expression.		Core in relation to skills as it develops students' ability to read aloud	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٧ – ٢٠٢٦ 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 ٢٠١٦/١٪ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	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)	
Ovel		Convey information an	id ideas.	
Oral	Discuss topics from different	Prerequisite from Grade 6 to Grade		28 periods
Communication	content matter areas.	7 and subsequent classes		·



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

_			
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	



# الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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	7 and subsequent classes		
and adults.	Province State Conduction Conduction		
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.).			



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Explain an experiment with visual aids.  Give an oral account of a famous Lebanese author, artist, inventor, etc.		Core in relation to skills as it develops students' ability to present visuals including: title, objective, materials, steps followed, results and conclusion  Core in relation to skills as it develops students' ability to summarize and present information  Core in relation to skills as it	
	Debate both sides of an issue.		develops students' ability to developing convincing skills for the two sides	
		Generate transactional	writing.	
	Write letters to peers or adults.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		29 periods
Written Communication	Write announcements, notes, editorials, classified ads, brochures		Core in relation to skills as it develops students' ability to use different formats and use accurate and concise language	
	Complete forms for different purposes.		Core in relation to skills as it develops students' ability to complete different formats	
		Produce creative wr	iting.	
	Write about real or imagined events with descriptive details.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

		i	
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		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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.	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 one's writing to peers.  Submit writing to the school magazine.		Core in relation to skills as it develops students' ability to communicate with others and read aloud expressively  Core in relation to skills as it develops students' self confidence to publish to	
		Daman strete la siculativat	the public	
		Demonstrate logical thinking	ng strategies.	
	Solve a variety of real life situation	Prerequisite from Grade 6 to Grade		
	problems.	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		
118	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	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٠ – ٢٠٢٦ 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 تاريخ ٢٠١٦/٩/٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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 (ruledriven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rulediscovery) starts with some examples from which a rule	
	Transfer knowledge and skills from on	is inferred e 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	, J	

- 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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 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 ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ ٢٠١٦/٥/٢١ المحلقة 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 40 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. Core in relation to skills as it. Use cloze procedure to focus on a develops students' ability to

specific linguistic component.

utilize language components



### الأهداف الأساسيّة <u>نمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 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		
	is flearu.	Grade 8 and Subsequent classes	Consideration to ability as it	
			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 clues.	Prerequisite from Grade 7 to		
		Grade 8 and subsequent classes		
		Demonstrate critical understand	· · · · · · · · · · · · · · · · · · ·	
			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	using text-related clues.	



### الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٨ – ٢٠٢٦ مع الأخذ بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٨/٥/٢٠ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٦ تاريخ ٢٠١٦/٩/٣، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Fill in a cloze passage with	Prerequisite from Grade 7 to		41 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		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

			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	information.	
	Describe the steps of a simple	Prerequisite from Grade 7 to		40 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 / em	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		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 7 to		
	Propose a solution to a problem.	Grade 8 and subsequent classes		
	Describe the way characters from	Prerequisite from Grade 7 to		
	different stories must have felt in	Grade 8 and subsequent classes		
	a given situation.			
	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		
	believe you're capable / incapable	Grade 8 and subsequent classes		
	of doing something.			
	Initiate /sustain	and conclude a variety of practical,	social and professional conver	sation acts.
			Core in relation to attitudes	
			as it develops students'	
			ability to start and end a	
	Initiate /conclude a conversation.		conversation in a polite way	
			Core in relation to skills as it	
	Give an oral report on a book,		develops students' ability to	
	movie, etc.		state opinions objectively	
			Core in relation to skills as it	
			develops students' ability to	
	Discuss and take a stand on issues		state opinions and give	
	from subject areas.		logical justifications	
			Core in relation to attitudes	
			as it develops students'	
	Give and receive feedback on an		ability to criticize and accept	
	oral presentation.		criticism respectfully	
\A/rit+o.c	De	velop and enhance writing skills th	rough semi-guided activities.	
Written		Prerequisite from Grade 7 to		41 periods
Communication	Punctuate an unedited text.	Grade 8 and subsequent classes		
			•	•



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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.

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	
December of converting to the		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, transactions	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.	



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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' ability to
Select and narrow a topic.		make appropriate choices
·	d Duana su isita fuana Cuada 7 ta	make appropriate choices
Organize ideas into clusters an	·	
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 writin	ng	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 symbo	ols 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, example	es) Grade 8 and subsequent classes	
is required.		
Add descriptive	Prerequisite from Grade 7 to	
adjectives/adverbs to express the	he Grade 8 and subsequent classes	
mood or feeling conveyed mor		
clearly.		



### الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها ل</u>لعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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، ٢٠١، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	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	
HIIIKIIIG			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		



### الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 ٢٠١٦/١٣ ، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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		



الأهداف الأساسيّة <u>لمادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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.

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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.

الأهداف الأساسيّة ل<u>مادة اللغة الإنكليزية و آدابها</u> للعام الدّراسيّ ٢٠١٥ – ٢٠٢٦ 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 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 40 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



Reading	verbs.			
	connectors/synonyms/phrasal			
	appropriate chronological	Grade 9 and subsequent classes		
	Fill in a cloze passage with	Prerequisite from Grade 8 to		41 periods
	· · · · · · · · · · · · · · · · · · ·	Comprehend written/ printed disc		
	Distinguish facts from opinions.		be objective	
			develops students' ability to	
			Core in relation to skills as it	
	tone and attitude.		voice	
	Identify the speaker's purpose,		attitude with a proper tone of	
			establish an appropriate	
			set a clear purpose and to	
			it develops students' ability to	
			Core in relation to attitude as	
	action.		solve problems	
	Propose an alternative course of		develops students' ability to	
		Grade 5 and subsequent classes	Core in relation to skills as it	
	React to spoken discourse.	Grade 9 and subsequent classes		
		Prerequisite from Grade 8 to		
	Provide an alternative conclusion.	Grade 9 and subsequent classes		
		Prerequisite from Grade 8 to	iding of spoken discourse.	
		Demonstrate critical understar	them	
	presented.		organize ideas and restructure	
	Paraphrase events and problems		develops students' ability to	
			Core in relation to skills as it	
			utilize language components	
	specific discourse component.		develops students' ability to	
	Use cloze procedure to focus on a		Core in relation to skills as it	



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		40 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	
	Communi	cate and/or justify intellectual / e	emotional / moral issues and pos	itions.



				1
	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		41 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		



Provide suitable connectiv			
where needed.	Grade 9 and subsequent classes		
Unscramble the paragraphs			
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 tex	rts.	manner	
	Produce expressive, transaction	onal, and creative writing.	
		Core in relation to values as it	
Write a journal/diary on a re	gular	develops students' self	
basis.		actualization	
Make lists of instructions	5,	Core in relation to skills as it	
reminders, homework		develops students'	
assignments, books read		professional and transferable	
Complete an application fo	rm.	abilities	
Write a reminder about	а		
party/homework/assignme	ent.		
Write a notice for a bullet	in		
board.			
		Core in relation to skills as it	
Write a report on a visit, fi	lm,	develops students' ability to	
book, etc.		state opinions objectively	
		Core in relation to skills as it	
Narrate two major events i	n a	develops students' ability to	
story.		make choices	



Write research papers.		Core in relation to skills as it	
		develops students'	
		professional and transferable	
		abilities	
	Apply process w		
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	
Identify 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	
Identify 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.			



	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	
	Share writing through oral		Core in relation to values as it	
	reading.		develops students' self	
	Post writing on bulletin board.		confidence / self 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 th	ninking skills.	
	Generate questions of average	Prerequisite from Grade 8 to		
	complexity.	Grade 9 and subsequent classes		
		Prerequisite from Grade 8 to		
Thinking	Examine irrelevant information.	Grade 9 and subsequent classes		
	Recognize logical fallacies in	Prerequisite from Grade 8 to		
	arguments.	Grade 9 and subsequent classes		
	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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



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 رقم ٢٨/م/٨٠٠ تاريخ ٢٠١٦/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٠ 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 39 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



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	inding of spoken discourse.	
	Prerequisite from Grade 9 to		
Criticize speaker's opinions and	First Secondary and		
attitude.	subsequent classes		



		_		
		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	_	39 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		
	D. T. C. T. C. C.	23222442116 2142222		



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



			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	
	, many ze accitade in the texti	Develop basic comprehension		
I -		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		
	character, plot, setting.	Prerequisite from Grade 9 to		
	Rate author's use of figures of	First Secondary and		
	speech.	subsequent classes		
	зреесп.	Prerequisite from Grade 9 to		
	Analyza main characters, sotting	First Secondary and		
	Analyze main characters, setting,	•		
_	theme, and plot.	subsequent classes	Cara in valation to skills as it	
	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.	



		Prerequisite from Grade 9 to		39 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		



			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		39 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		



		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



		Core in relation to attitude as	
		it develops students' ability	
Provide captions for cartoon		to reflect on different forms	
•		of art	
strips/pictures.			
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	



	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



			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 thinking strategies in problem-solving, decision-making and conceptualizing.				
		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			
Thinking		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			



	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	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		





	Prerequisite from Grade 9 to		
Reconstruct elements of text into	First Secondary and		
new whole.	subsequent classes		
Synthesize ideas from sources to	Prerequisite from Grade 9 to		
produce arguments and mini-	First Secondary and		
research projects.	subsequent classes		
		Core in relation to skills as it	
Evaluate information extracted		develops students' ability to	
from the text.		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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.
- Required writing genres: narrative, cause-effect, problem-solution



# 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 32 periods Secondary and subsequent classes and register. Prerequisite from 1<sup>st</sup> Secondary to 2<sup>nd</sup> 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



			Carata salatian i			
			Core in relation to			
			skills as it develops			
	Identify key terms used.		students' ability to			
			focus on relevant			
			terminology			
	Demonstrate understanding of spoken discourse.					
			Core in relation to			
	Identify main idea.		skills as it develops			
	identity 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 <sup>st</sup> Secondary to 2 <sup>nd</sup>		33 periods		
	idiomatic expressions.	Secondary and subsequent classes				
	Identify devices of coherence and	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	cohesion.	Secondary and subsequent classes				
	Identify appropriate lexical items	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
Reading	to suit tone, style, mood, purpose,	Secondary and subsequent classes				
	and theme.					
	Demonstrate factual understanding of a variety of textual discourse.					
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	Identify main ideas.	Secondary and subsequent classes				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	Identify supporting details.	Secondary and subsequent classes				



	Answer literal and relational	Dronoguisita from 1st Cocondom to 2nd				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	comprehensive questions.	Secondary and subsequent classes				
	Demonstrate critical understanding of a variety of textual discourse.					
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	Identify tone and mood.	Secondary and subsequent classes				
	Infer implied meanings and	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	assumptions.	Secondary and subsequent classes				
		Demonstrate ability to use readir	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 <sup>st</sup> Secondary to 2 <sup>nd</sup>				
	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.			



		Prerequisite from 1st Secondary to 2nd		32 periods	
	Discuss critically others' opinions.	Secondary and subsequent classes			
	Initiate and develop conversations	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	with ease and confidence.	Secondary and subsequent classes			
	Maintain interest of audience by	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	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 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
Communication	patterns of intonation.	Secondary and subsequent classes			
	Vary speech to suit context,	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	audience and purpose.	Secondary and subsequent classes			
	Participate actively in the development of an argument.				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Argue for/against an issue.	Secondary and subsequent classes			
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Persuade cogently and clearly.	Secondary and subsequent classes			
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	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 <sup>st</sup> Secondary to 2 <sup>nd</sup>		33 periods	
Written	classification, illustration, cause	Secondary and subsequent classes			
Communication	and effect, and comparison and				
	contrast.				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Argue for/against an issue.	Secondary and subsequent classes			



	Narrate incidents and experiences	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	from different points of view.	Secondary and subsequent classes			
	Demonstrate ability to pr	oduce the appropriate linguistic, stylistic	, and organizational cor	nponents of an essay.	
	Utilize grammatical and lexical	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	components pertinent to specific	Secondary and subsequent classes			
	subject areas.				
	Use appropriate lexical items to	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	suit tone, style, mood, purpose,	Secondary and subsequent classes			
	and theme.				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Maintain thematic unity.	Secondary and subsequent classes			
	Establish and maintain coherence	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	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 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	prompt.	Secondary and subsequent classes			
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Write a first draft.	Secondary and subsequent classes			
	Revise individually or in	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	pairs/groups.	Secondary and subsequent classes			
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Produce other drafts as needed.	Secondary and subsequent classes			
	Evaluate information given through a variety of materials.				
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
Thinking	Criticize evidence objectively.	Secondary and subsequent classes			
		Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup>			
	Draw logical conclusions.	Secondary and subsequent classes			



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

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



## الأهداف التّعليميَّة 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 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 Language skills are taught in an knowledge, skills, integrated way which engages **Core Objectives and Performance** students in various activities. This attitudes, and/or Skill

	Tasks	Prerequisites with Identification	values	is why the time will be divided equally among the four main skills whereas thinking and
				grammar will be embedded into
	_			the context.
	De	monstrate awareness of different n	nodes of spoken discourse	
		Prerequisite from 2nd secondary		40 periods
	Classify mode (persuasive, process,	humanities to 3rd secondary		
	exposition).	Literature and Humanities/		
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	



		6	
		<u>.</u>	
_		1	
modes of presentations (lectures,		ideas through different	
discussions, graphics).		modes	
	Show understanding of the conter	nt of spoken discourse.	
	Prerequisite from 2nd secondary		
Idontifu main idoas	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'	
Relate 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		
Identify 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.  Relate supporting ideas to the main idea.  Predict plausible conclusions.  Identify key terms and transitional words, phrases, or sentences.	modes of presentations (lectures, discussions, graphics).  Show understanding of the contert of Prerequisite from 2nd secondary humanities to 3rd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics  Distinguish between facts and opinion.  Relate supporting ideas to the main idea.  Predict plausible conclusions.  Figure out the organization of Prerequisite from 2nd secondary humanities to 3rd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics	modes of presentations (lectures, discussions, graphics).  Show understanding of the content of spoken discourse.  Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics  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.  Relate supporting ideas to the 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.  Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/



	Prerequisite from 2nd secondary		41 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		



	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.	



		Prerequisite from 2nd secondary		40 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		



		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			41 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 language 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		



		Prerequisite from 2nd secondary		
		humanities to 3rd secondary		
	Participate in peer and group	Literature and Humanities/		
	writing and editing activities.	Sociology and Economics		
	Evalu	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		



		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		
3	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Show awareness of discrepancies,	Literature and Humanities/		
inconsistencies, and gaps.	Sociology and Economics		
, 511	Prerequisite from 2nd secondary		
	humanities to 3rd secondary		
Assess conclusions and suggest	Literature and Humanities/		
alternative ones.	Sociology and Economics		

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



## 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 الثّالية من التعليم الأساسي ومرحلة االتعليم الثّالية عن التعليم الأساسي ومرحلة التعليم الثّالية عن التعليم الأساسي ومرحلة التعليم الثّالية عن التعليم الأساسي ومرحلة التعليم الثّالية عن التعليم التعليم الأساسي ومرحلة التعليم الثّالية عن التعليم التعليم التعليم الثّالية عن التعليم التع

		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
		lacitation		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		20 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	sources.



	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	t 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		20 periods
	Interpret scientific conventions	secondary sciences to 3rd		
	(graphs, tables, diagrams, charts,	secondary Life Sciences /		
Reading	etc.).	General Sciences		
Reduing	Read specialized texts efficiently.			
	Derive pertinent information	Prerequisite from 2nd		
	from textbooks.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		



	Derive pertinent information	Prerequisite from 2nd		
	from other sources.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Develop text-based strategi	ies 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	
		Prerequisite from 2nd		20 periods
		secondary sciences to 3rd		
	Deliver cause/effect	secondary Life Sciences /		
Oral	presentations.	General Sciences.		
Communication		Make oral presentations on a va	riety of scientific situations.	
	Formulate scientific hypotheses.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		



	Present speech from visuals.	Prerequisite from 2nd		
	•	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Use different speech strategi	es for specific situations.	
		Prerequisite from 2nd		
		secondary sciences to 3rd		
	Moderate discussions and	secondary Life Sciences /		
	debates.	General Sciences.		
		Produce specific v	written forms.	
			Core in relation to skills as	21 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	
	ι	Inderstand and produce discourse	using basic notions of scien	ce.
			Core in relation to skills as	
			it develops students'	
			ability to make	
	Develop cause/effect discourse.		connections	
		Demonstrate ability to	o write effectively.	



	Droroquicito 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		
Hillikilig		Apply problem-so	ving 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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.



# الأهداف التَّعليميَّة الأساسيَّة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي ـ 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 cur	riculum content of English Language a	nd Literature			
		Details of the Curric	ulum Content		
٢٠١٦/٩/٣ للحلقة	يف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ	٢٠١٨/٥/٢١ المبني على التّخف	تخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ	ملاحظة: يأخذ هذا المستند بعين الإعتبار ال	
		اسي ومرحلة االتعليم الثانوي.	الثالثة من التعليم الأس		
Criterion for Classifying it as core Allocated Periods					
		Prerequisites with	Core in terms of knowledge, skills,	Language skills are taught in an	
		Identification	attitudes, and/or values	integrated way which engages	
		Identification		students in various activities.	
Skill	Core Objectives and Performance	(There are no		This is why the time will be	
SKIII	Tasks	prerequisite		divided equally among the four	
		objectives for this		main skills whereas thinking	
		grade level since it is		and grammar will be embedded	
		the final year in		into the context.	
		school)			
		Demonstrate critical u	nderstanding of spoken discourse.		
			Core in relation to skills as it develops	39 periods	
			students' ability to		
	Discriminate between persuasive,		understand different		
Listening	argumentative, informative types,		types of discourse; a skill that they		
Listeiling	etc.		need at the university level		
			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		



J			
		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	
	Ar	nalyze 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	
	Dem	nonstrate 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	
	Demonst	trate 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	
	Distinguish between main ideas and supporting details.  Demonst  Identify the method of development (classification,	a skill that they need at the university level  nonstrate basic understanding of different spoken discourses.  Core in relation to skills as it develops students' ability to illustrate ideas briefly and in detail; a skill that they need at the university level  trate awareness of the organization of extended spoken discou  Core in relation to skills as it develops students' ability to be familiar with different patterns; a skill that they	rse.



		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	
	Demonstra	ate ability to analyze linguistic features of texts.	
		Core in relation to attitude as it	39 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	
	Demonstra	te 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	
	Demonstrate a	wareness 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 39 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	bute 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.  Comment on relevance of supporting details.  Discuss underlying values.	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 values as it develops	
	Identify and explain bias, tone, and intent.	students' ability to make deliberate and objective choices; a skill that they need at the university level	
	D	emonstrate ability to write communicatively effective prose.	
	Produce different modes of writing.	Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they need at the university level	39 periods
	Choose structures and word order appropriate for tasks and audiences.	Core in relation to skills as it develops students' ability to convey messages properly; a skill that they need at the university level	
		Demonstrate command of extended writing.	
Written Communication	Make use of a wide range of grammatical constructions and of an extensive vocabulary, producing a suitable variety of sentence lengths.	Core in relation to skills as it develops students' ability to enrich their content and to communicate more effectively; a skill that they need at the university level	
	Sustain thematic unity.  Maintain coherence (logical sequencing, transitionals, key terms, etc.).  Use proper organizational strategies.	Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	



	Dome not rate ability to you	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 need
	(narration, persuasion, exposition).	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 the
	argument.	university level
		Core in relation to skills as it develops
		students' ability to collect enough data to
	Show ability to synthesize	convince others and support one's view
	information gathered from	point; a skill that they need at the
	different sources.	university level
Thinking		Apply inductive and deductive reasoning.
		Core in relation to skills as it develops
		students' ability to support claims with
	Analyze links between evidence	evidence; a skill that they need at the
	and claim.	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
	Formulate refutations and	respond to objections confidently; a skill
	rebuttals.	that they need at the university level

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: All



## 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. 10227 of 8/5/1997				
Details of the cur	riculum 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 الصادر ضمن التعميم رقم ٢٨ /م/٢٠١ تاريخ ١	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفي
		سي ومرحلة االتعليم الثانوي.	الثالثة من التعليم الأساس	
		Criterion f	for Classifying it as core	Allocated Periods
		Prerequisites with	Core in terms of knowledge, skills,	Language skills are taught in an
		Identification (There	attitudes, and/or values	integrated way which engages
Skill	Core Objectives and	are no prerequisite		students in various activities. This
SKIII	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 u	nderstanding of academic lectures.	
			Core in relation to skills as it	26 periods
			develops students' ability to	
			organize ideas and restructure	
Listening			them; a skill that they need at the	
Listeiling	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	



		T T	Г
		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, E	conomics).
		Core in relation to skills as it	26 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	
		d and analyse texts to identify and explain organizational patt	erns.



		Core in relation to skills as it	
		develops students' ability to	
Identify thesis states	•	organize and structure their	
sentence, supporting	g details, and	thoughts; a skill that they need at	
conclusion	n.	the university level	
Identify elements of	cohesion in	Core in relation to skills as it	
a text (opening an	nd closing	develops students' ability to make	
statements, key	terms,	logical connections; a skill that they	
transitionals, parallel	ism, and the	need at the university level	
like).			
		Core in relation to skills as it	
Identify different wr	riting styles	develops students' ability to vary	
and explain how th	ney change	style according to context; a skill	
according to topic, v	writer, and	that they need at the university	
context.		level	
	Demonstrate ability to o	ope with assigned readings in specialized publi	ications.
		Core in relation to skills as it	
		develops students' ability to	
		organize ideas and restructure	
		them; a skill that they need at the	
Make summaries and	d 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 re	esearch.	university level	
	Ident	ify and manipulate technical jargon.	



		Constitute de la contra dela contra de la contra dela contra de la contra del la contra	
		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	onstrate advanced oral skills in responding to oral or written	input.
		Core in relation to skills as it	26 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.	- F /	
	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	



	Support presentations with a		
	variety of data (statistics, facts,		
	audio-visual aids, etc.)		
	Make timed presentations on		
	pre-assigned topics.		
		Participate in problem solving activities.	
		Core in relation to skills as it	
		develops students' ability to	
		communicate properly; a skill that	
	Participate in and lead debates.	they need at the university level	
		Core in relation to skills and values	
		as it develops students' ability to	
	Ask for repetition and	make polite requests; a skill that	
	clarification.	they need at the university level	
	D	emonstrate practical knowledge of the rules of spoken discou	se.
		Core in relation to skills as it	
		develops students' ability to make	
	Join conversations at appropriate	logical connections; a skill that they	
	transition points.	need at the university level	
		Core in relation to skills as it	
		develops students' ability to	
	Speak coherently and clearly	communicate and present ideas	
	with proper enunciation and	properly; a skill that they need at	
	intonation.	the university level	
		Demonstrate advanced writing skills in responding to input.	
		Core in relation to skills as it develops	26 periods
Written		students' ability to develop critical	
Communication	Comment on or critique what is	thinking; a skill that they need at the	
	heard or read.	university level	
		Demonstrate ability to reinterpret texts.	

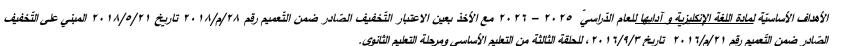


	Reorganize ideas in tables,	Core in relation to skills as it develops students' ability to analyze and
	graphs, charts, etc.	transform data into discourse
		Core in relation to attitude as it
	Vary style to suit changing	develops students' ability to vary style
	purpose, situation, and	and level of formality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



Take notes consistently and coherently.  Predict outcomes of events.  Make valid evaluations, judgments, and inferences.  Present critique of texts and of others' work.	Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level  Core in relation to skills as it develops students' ability to make logical predictions; a skill that they need at the university level  Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	ne ability to evaluate different theories and strategies in fields	of study.
Explain a theory.	Core in relation to skills as it develops	
Discuss the applicability of a theory to a specific context.	students' ability to reflect 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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: Simile, Metaphor, Irony, Personification





## 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 الثاتوي. 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 13 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



		Derive information from non-textual clues	
		understand feelings	
Reading	Interpret point of view.	develops students' ability to	
	Interpret tone.	Core in relation to attitude as it	13 periods
	Read information	n given through language discourse pertaining to scientific an	d professional materials.
		university level	
		data; a skill that they need at the	
	conventions.	analyze and interpret graphic	
	scientific graphic	develops students' ability to	
	Understand lectures using	Core in relation to skills as it	
		the university level	
		implied; a skill that they need at	
	topics.	formulate the main idea when it is	
	examples of general science	develops students' ability to	
	Recognize specific details as	Core in relation to skills as it	
		they need at the university level	
		objective judgements; a skill that	
	in scientific discourse.	develops students' ability to give	
	Identify objectivity markers	Core in relation to skills as it	
	Uı	nderstand specific details and information from various scienti	fic sources.
		level	
		that they need at the university	
		on relevant terminology; a skill	
	used in the text.	develops students' ability to focus	
	Identify the special terms	Core in relation to skills as it	



		Produce oral presentations on a variety of scientific situation	ns.
	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	13 periods
	Uı	derstand and produce discourse using more advanced notions or	f 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	Core in relation to skills as it	
		that they need at the university level	
		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	
	<i>,</i> .		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	
			illustrate data visually; a skill that	
			they need at the university level	
		Use different spee	ch strategies for specific situations.	
	Participate in scientific		Core in relation to skills as it	
	defensive discourse.		develops students' ability to argue	
			objectively; a skill that they need	
			at the university level	
	Produce extended written forms.			
			Core in relation to skills as it	13 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	
Thinking Skills	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	
			the university level	
	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.
- Teachers are required to address all themes, selecting a minimum of two texts per theme.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: Simile, Metaphor, Irony, Personification