

الأهداف التَّعليميَّة المطلوبة للعام الدّراسيّي 2022-2023 لِمَنهَج مادّة اللغة الإنكليزية و آدابها للعام الدّراسيّ

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<u>الأسباب الموجبة:</u>

إنّ الظّروف والحيثيّات المذكورة أدناه:

- ضرورة العودة إلى دورة التعليم والتعلم الطبيعية ،
 - -إحتواء إنتشار جائحة كورونا،
- -توصية منظّمة الصحّة العالميّة بالعودة إلى الحضور الكلّى داخل المدرسة مع الأخذ بالاعتبار التباعد الاجتماعيّ،
- -أهميّة إجراء تقويم تشخيصيّ في بداية العام الدراسيّ القادم، يبيّن الثغرات في اكتساب المتعلّمين للأهداف الأساسيّة والدورات التدريبية التي عمل ويعمل عليها المركز التربوي فيما يتعلق بتقصى أي فاقد والتعلم المتايز والتعلم الإجتماعي الإنفعالي،
 - الفقدان التعلمي على مستوى المعارف والإمتلاك للكفايات التي يحتاجها المتخرجين في الإختصاصات المختلفة في الجامعات

فرضت علينا العودة إلى المنهاج الذي كان معتمدا قبل جائحة كورونا أي التعميم رقم 21/م/2016 والمعدل بموجب التعميم رقم 28/م/2018 مع أي تعديلات ضرورية تراعى النقطة الرابعة من الأسباب الموجبة.

المَراجع المُعتَمَدة في هذا الستياق:

- 🗸 مَناهِج التَّعليم العام وأهدافها (المَرسوم رقم 10227 تاريخ 1997/5/8) والتَّعاميم اللّحِقَة بِحَسَب تَفاصيل مُحتَوى مَنهَج مادَّة اللغة الإنكليزية و آدابها.
- ◄ التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ 2016/9/3 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ 2016/9/3 تاريخ 2018/5/21
 التّعليم الأساسيّ ولمرحلة التعليم الثّانويّ.

ملاحظات عامة:

ملاحظات عامة:

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

الأهداف التَّعليميَّة المطلوبة 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 cur	Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997)						
Details of the							
Curriculum							
Content							
		Criterion for classif	ying each as core	Allocated Periods			
			Core in terms of knowledge,	Language skills are			
			skills, attitudes, and / or	taught in an integrated			
			values	way which engages			
				students in various			
Skill	Core Objectives and Performance Tasks	Prerequisites with		activities. This is why the			
Skill	core objectives and Ferrormance rasks	Identification		time will be divided			
		identification		equally among the four			
				main skills whereas			
				thinking and grammar			
				will be embedded into			
				the context.			
Listening	Develop b	asic factual and inferential compr	ehension of what is heard.				
	Mime actions or feelings described.	Prerequisite from Grade 1 to		20 periods			
		Grade 2 and subsequent classes					
	Name actions in a story		Core in relation to skills as it				
			develops students' ability to				
			listen for specific				
			information				

Match familiar dictated words to	Prerequisite from Grade 1 to Grade 2 and subsequent classes		12 periods
Demonstrate	the ability to use audio input to e	expand linguistic competence.	
		comprehending a text	
time)'.		connect active listening to	
questions (person, object, place, and		develops students' ability to	
Answer 'Yes/No' and basic 'Wh-		Core in relation to skills as it	
	Grade 2 and subsequent classes		
Write a list of dictated words.	Prerequisite from Grade 1 to		
·	Grade 2 and subsequent classes		
Identify words heard.	Prerequisite from Grade 1 to		
through whole body involvement.	Grade 2 and subsequent classes		
Respond to simple oral instructions	Prerequisite from Grade 1 to		
		perform a task	
object or construct a simple model.		connect active listening to	
instructions and make a plasticine		develops students' ability to	
Respond to two-three step oral	·	Core in relation to skills as it	
·	Grade 2 and subsequent classes		
Match spoken word to a picture.	Prerequisite from Grade 1 to		
·	Grade 2 and subsequent classes		
Point to a picture being described.	Prerequisite from Grade 1 to		
,	classes		
i.e., a horn to a car.	Grade 2 and subsequent		
Match sounds heard to actual objects,	Prerequisite from Grade 1 to		
country or origin).	·		
guest speaker's talk (name, age, job,	Grade 2 and subsequent classes		
Recall specific facts and details from a	Prerequisite from Grade 1 to		

	Classify a set of dictated words into	Prerequisite from Grade 1 to		
	semantic groups.	Grade 2 and subsequent classes		
	Identify tense used in audio input		Core in relation to skills as it	
	(present or past).		develops students' ability to	
			connect active listening to	
			comprehending a text	
		Listen for appreciation and	enjoyment.	
			Core in relation to skills as it	10 periods
			develops students' ability to	
	React to what was heard (sing along,		connect active listening to a	
	dance, draw).		task	
			Core in relation to skills as it	
			develops students' ability to	
	Express feelings about a rhyme, song, or		respond by expressing	
	story		feelings	
			Core in relation to skills as it	
			develops students' ability to	
			connect active listening to a	
	Recite songs, nursery rhymes, or poems		task	
		Develop decoding sk	xills.	
	Point to and name individual lower case		Core in relation to skills as it	9 periods
	and capital letters.		develops students' ability to	
Reading			apply their knowledge in	
			letter sound relationships	
	Match a lower case letter with its upper	Prerequisite from Grade 1 to		
	case equivalent.	Grade 2 and subsequent classes		

 I			İ
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 it	
and indefinite articles.		develops students' ability to	
		apply their knowledge in	
		letter sound relationships	
Identify by sound pictures that begin		Core in relation to skills as it	
with the 'sh' and 'ch' sounds).		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 "I" blends (bl, cl, fl, gl,	Prerequisite from Grade 1 to		
pl) in a set of words.	Grade 2 and subsequent classes		
Discriminate "r" blends (pr, fr, dr, tr, gr,	Prerequisite from Grade 1 to		
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		
Demonstrate the	ability to use textual and experie	ntial-based clues to get meaning	ng.
Match synonyms with antonyms or with	Prerequisite from Grade 1 to		7 periods
simple definitions.	Grade 2 and subsequent classes		
 I .			

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

Name characters and actions in a story	Prerequisite from Grade 1 to		7 periods
Core in relation to skills as it develops	Grade 2 and subsequent classes		
students' ability key details and			
illustrations in the text.			
Identify character traits Core in relation	Prerequisite from Grade 1 to		
to skills as it develops students' ability	Grade 2 and subsequent classes		
key details and illustrations in the text.			
State how a given character feels at a	Prerequisite from Grade 1 to		
certain point in a story Core in relation	Grade 2 and subsequent classes		
to skills as it develops students' ability			
key details and illustrations in the text.			
Indicate different parts of the story: i.e.,	Prerequisite from Grade 1 to		
beginning, middle, end.	Grade 2 and subsequent classes		
Select the favorite picture, character, or	Prerequisite from Grade 1 to		
part of a story.	Grade 2 and subsequent classes		
Name literary genre (story, song,		Core in relation to skills as it	
dialogue, poem).		develops students' ability to	
		use reasoning skills before	
		naming	
	Interpret what is rea	ad.	
Give reasons (Justify) why they like or	Prerequisite from Grade 1 to		6 periods
dislike characters Core in relation to	Grade 2 and subsequent classes		
skills as it develops students' ability the			
text.			
Infer reasons for actions in the story.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Explain what they would do if they were	Prerequisite from Grade 1 to		
in particular situations	Grade 2 and subsequent classes		

	Explain characters' feelings.		Core in relation to skills as it	
			develops students' ability to	
			infer meaning	
		Develop oral reading s	skills.	
	Identify rhyming words in a sentence.		Core in relation to skills as it	5 periods
			develops students' ability to	
			read and spell similar words	
			in a context	
	Read aloud with appropriate stress,	Prerequisite from Grade 1 to	Core in relation to skills as it	
	intonation, and phrasing.	Grade 2 and subsequent classes	develops students' ability to	
			read fluently	
	Join in echo reading.		Core in relation to skills as it	
			develops students' ability to	
			read fluently	
		Impart and seek factual inf	ormation.	
	State name, age, class, sex, size,	Prerequisite from Grade 1 to		8 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		
Oral	Identify a few familiar professions.	Prerequisite from Grade 1 to		
Communication		Grade 2 and subsequent classes		
	Recall places where certain events have	Prerequisite from Grade 1 to		
	taken place.	Grade 2 and subsequent classes		
	Name and describe objects using words	Prerequisite from Grade 1 to		
	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		

		T	
Identify actions being performed in	Prerequisite from Grade 1 to		
pictures.	Grade 2 and subsequent classes		
Give simple instruction using words and	Prerequisite from Grade 1 to		
simple sentences.	Grade 2 and subsequent classes		
Ask 'yes/no' and simple 'Wh' questions	Prerequisite from Grade 1 to		
which seek information about a person,	Grade 2 and subsequent classes		
object, place, or time.			
	Develop oral transaction	al skills.	
Accept an offer or invitation.	Prerequisite from Grade 1 to		8 periods
	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 know		Core in relation to skills as it	
someone or something.		develops students' ability to	
		analyze and synthesize	
		before they express their	
		opinion	
Ехр	ress and find out basic feelings ar	nd emotional states.	
Offer to do certain things.	Prerequisite from Grade 1 to		6 periods
	Grade 2 and subsequent classes		

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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		
Recognize disappointment, fear, worry,	Prerequisite from Grade 1 to		
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 sociolingu	istic rules.	
Take turns when talking.		Core in relation to skills as it	7 periods
		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 it	
appropriately.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	

The state of the s				
	Use Arabic to seek clarification		Core in relation to skills as it	
			develops students' ability to	
			seek clarification when in	
			doubt	
	Develop grammatical of	competence (lexis, phonology, syn	ntax) in increasingly complex sit	uations.
	Use learned and acquired words in a	Prerequisite from Grade 1 to		5 periods
	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 nursery	Prerequisite from Grade 1 to		
	rhymes from memory.	Grade 2 and subsequent classes		
	Part	icipate effectively in a range of gro	oup speech activities.	
	Tell a story about a picture or picture	Prerequisite from Grade 1 to		8 periods
	series in words and short sentences.	Grade 2 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
			communicate in a new and	
	Dramatize parts of a story.		exciting manner	
			Core in relation to skills as it	
			develops students' ability	
	Use 'jigsaw speaking' to tell a part of a		to improve students'	
	story.		activeness in speaking	
	Dem	onstrate competence in a few bas	sic print conventions.	
Written	Follow left to right and top-to-bottom	Prerequisite from Grade 1 to		8 periods
	writing orientation.	Grade 2 and subsequent classes		
Communication	Leave spaces within and between	Prerequisite from Grade 1 to		
	words.	Grade 2 and subsequent classes		

T				
	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		
	page.	Grade 2 and subsequent classes		
	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 end	Prerequisite from Grade 1 to		
	of a simple sentence.	Grade 2 and subsequent classes		
	Produce recognizable l	ower and upper case letters to re	present whole words or parts o	f words.
	Trace words with lower and upper case	Prerequisite from Grade 1 to		8 periods
	letters	Grade 2 and subsequent classes		
	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 complete	Prerequisite from Grade 1 to		
	a short phrase.	Grade 2 and subsequent classes		
	Label items and illustrations.	Prerequisite from Grade 1 to		
		Grade 2 and subsequent classes		

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Record names on a chart.		Core in relation to skills as it	
		develops students' ability to	
		connect thinking to	
		psychomotor skills	
Write the num	nerals 0 through 9 with developing	g consistency in size and shape.	
Write from memory numerals 0-9.	Prerequisite from Grade 1 to		2 periods
	Grade 2 and subsequent classes		
	Develop process writing	g skills.	
Rewrite sentences in own words.	Prerequisite from Grade 1 to		8 periods
	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 do		Core in relation to skills as it	
not keep to a given topic.		develops students' ability to	
		analyze and synthesize as	
		they recombine things in a	
		logical manner	
Revise the first draft of a story in		Core in relation to skills as it	
cooperative groups.		develops students' ability to	
		critically evaluate own	
		writing	
Make a final copy of story.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Develop and	expand writing skills through guid	led and semi-guided activities.	

	Arrange scrambled words in correct	Prerequisite from Grade 1 to		8 periods
	sentence order.	Grade 2 and subsequent classes		
	Arrange scrambled sentences in correct	Prerequisite from Grade 1 to		
	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		
	Con	nmunicate in writing using differe	nt genres of writing.	
	Write personal and biographical data.	Prerequisite from Grade 1 to		8 periods
		Grade 2 and subsequent classes		
	Write a list (Christmas, wish list, school		Core in relation to skills as it	
	supplies needed).		develops students' ability to	
			prioritize and express needs	
	Prepare cards for birthdays, Christmas		Core in relation to skills as it	
	Valentine's Day		develops students' ability to	
			produce written work	
	Dictate group/individual story		Core in relation to skills as it	
	(narration) and use illustrations.		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 repertoir	re of metacognitive strategies to s	olve language processing probl	ems.
Thinking	Use titles, pictures, etc., to preview	Prerequisite from Grade 1 to		
Hillikilig	discourse.	Grade 2 and subsequent classes		
	Dev	velop information processing skills	s: literal and critical.	

Relate language experiences to life	Prerequisite from Grade 1 to		
experiences.	Grade 2 and subsequent classes		
Develop confidence as life-long learners.			
Solicit help from peers, adults.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		

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

الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة 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 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 classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are skills, attitudes, and / or taught in an integrated values way which engages students in various **Core Objectives and Performance** activities. This is why Skill **Prerequisites with Tasks** the time will be divided Identification equally among the four main skills whereas thinking and grammar will be embedded into the context. Develop basic factual and inferential comprehension of what is heard. Listening Match simple descriptions to pictures. Prerequisite from Grade 2 to 18 periods Grade 3 and subsequent classes Follow instructions to fill in simple Prerequisite from Grade 2 to forms and charts. Grade 3 and subsequent classes Respond to a series of oral instructions Prerequisite from Grade 2 to

through whole-body involvement.

Grade 3 and subsequent classes

Match line of a song to a picture.		Core in relation to skills as it	
iviatel line of a song to a picture.		develops students' ability to	
		·	
		match content to visuals	
Place a check mark to identify short		Core in relation to skills as it	
sentences heard.		develops students' ability to	
		connect comprehension to	
		communication using	
		reasoning skills	
List actions mentioned in a given audio	Prerequisite from Grade 2 to		
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		
Answer 'wh-questions' which elicit		Core in relation to skills as it	
information about quantity, quality,		develops students' ability to	
distance, and size		comprehend spoken form	
Use graphic organizers (lists, charts,	Prerequisite from Grade 2 to		
spider grams) to chart information	Grade 3 and subsequent classes		
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	

-	T		T	
	Use previous information in the audio	Prerequisite from Grade 2 to		
	input to predict what will happen next.	Grade 3 and subsequent classes		
			Core in relation to skills as it	
	Sequence a set of 4 pictures in a story		develops students' ability to	
	strip.		use reasoning and	
			comprehension skills before	
			communicating	
	Infer speakers, characters, topics, or		Core in relation to skills as it	
	settings in a story, dialogue, poem, or		develops students' ability to	
	song.		understand implied	
			information in a spoken text	
		Comprehend and interpret w	hat is heard.	
	Select the most appropriate ending.	Prerequisite from Grade 2 to		6 periods
		Grade 3 and subsequent classes		
	Create an appropriate title for a given		Core in relation to skills as it	
	song, poem, or conversation		develops students' ability to	
			understand the main idea	
	Associate events and feelings in a		Core in relation to skills as it	
	listening text to their own experience.		develops students' ability to	
			make personal connections	
			with a spoken text	
	Demonstrate	the ability to use audio input to	expand linguistic competence.	
	Match familiar dictated words to		Core in relation to skills as it	10 periods
	antonyms and definitions.		develops students' ability to	
			match comprehension with a	
			task	
	Write a short list of dictated sentences.	Prerequisite from Grade 2 to		
		Grade 3 and subsequent classes		

Unscramble dictated words to f	orm a Prerequisite from Grade 2 to		
meaningful sentence.	Grade 3 and subsequent classes		
Fill out missing words in sentence	ces and	Core in relation to skills as it	
short paragraphs.		develops students' ability to	
		match comprehension with a	
		task	
Distinguish between simple a	and	Core in relation to skills as it	
compound sentences dictate	ed.	develops students' ability to	
		identify sentence types in a	
		spoken text	
	Listen for appreciation and	enjoyment.	
React to what was heard (mime,	, paint,	Core in relation to skills as it	8 periods
or design).		develops students' ability to	
		connect active listening to a	
		task	
Give examples of words or line	s one	Core in relation to skills as it	
liked in a poem, jingle, or so	ng.	develops students' ability to	
		respond to content	
Identify onomatopoeia in a so	ng or	Core in relation to skills as it	
poem.		develops students' ability to	
		identify features of the	
		spoken form	
Identify alliteration in a song or	poem.	Core in relation to skills as it	
		develops students' ability to	
		identify features of the	
		spoken form	
	Develop decoding s	kills.	

	Discriminate between short and long	Prerequisite from Grade 2 to		7 periods
	vowel sounds in known words.	Grade 3 and subsequent classes		
	Reproduce schwa sound in sentences	Prerequisite from Grade 2 to		
	that contain definite and indefinite	Grade 3 and subsequent classes		
	articles.			
	Read regular double vowel ('oo', 'ea',	Prerequisite from Grade 2 to		
	as in look, boots, pear, fear) words	Grade 3 and subsequent classes		
	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	
Reading			meaningful words	
Reduing	Recognize soft 'g' and soft 'c' by circling	Prerequisite from Grade 2 to		
	these sounds in known words.	Grade 3 and subsequent classes		
	Orally reproduce from a list of words	Prerequisite from Grade 2 to		
	the two sounds (voiced/voiceless) for	Grade 3 and subsequent classes		
	the diagraph 'th'.			
	Identify the diagraphs 'wh', 'th' and	Prerequisite from Grade 2 to		
	'wr' in corresponding pictures.	Grade 3 and subsequent classes		
	Generate words which contain wh, th		Core in relation to skills as it	
	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 which	Prerequisite from Grade 2 to		
contain the 'r' blends (pr, fr, tr, dr, gr,	Grade 3 and subsequent classes		
br).	Grade 5 and subsequent classes		
, , , , , , , , , , , , , , , , , , ,	Prerequisite from Grade 2 to		
Identify the 's' blends (st, sl, sp, sk, sw,	•		
sc, sn, str, spr, sm, squ) by listing	Grade 3 and subsequent classes		
known words which contain them.			
Add suffixes '-es' '-er,' '-ing', 'ful', 's' to	Prerequisite from Grade 2 to		
familiar one-syllable words.	Grade 3 and subsequent classes		
Identify all words in a sentence that		Core in relation to skills as it	
can be contracted.		develops students' ability to	
		apply their knowledge of	
		shortened forms of two	
		words	
Translate contractions (do + not, have		Core in relation to skills as it	
+ not, can + not, verb 'to be' + not) by		develops students' ability to	
stating their complete form.		apply their knowledge of	
		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	
Demonstrate the	e ability to use textual and experie	ential-based clues to get meanin	g.
Provide synonyms, antonyms, and	Prerequisite from Grade 2 to		7 periods
definitions for words in a passage.	Grade 3 and subsequent classes		·
Replace proper nouns in a text with	Prerequisite from Grade 2 to		
their pronouns referents.	Grade 3 and subsequent classes		

Justify why a certain group of words	Prerequisite from Grade 2 to	
belongs or doesn't belong to a specific	Grade 3 and subsequent classes	
lexical set.	Grade 5 and subsequent classes	
Orally explain meanings of common		Core in relation to skills as it
		develops students' ability to
homophones and homographs in a		explain words that sound the
text.		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
Add prefixes 'dis-' and 'un-' to familiar		Core in relation to skills as it
words.		develops students' ability to
		use prefixes to create new
		words with different
		meanings
Identify compound words in a text.		Core in relation to skills as it
		develops students' ability to
		identify new words from two
		words joined together.
Derive roots from compound words.		Core in relation to skills as it
		develops students' ability to
		identify new words from two
		words joined together

List words from a passage that have	Prerequisite from Grade 2 to		
the suffixes: '-s', '-es', '-er', '-est', '-ed','-	Grade 3 and subsequent classes		
ing','-full,' and 'less'.	·		
Recognize multi-meaning words.		Core in relation to skills as it develops students' ability to comprehend words that have different meanings in context using their reasoning skills	
Give the meaning of the underlined	Prerequisite from Grade 2 to		
words based on textual clues.	Grade 3 and subsequent classes		
	Develop basic factual comprehensi	on of what is read.	
Ask and respond appropriately to 'Wh-	Prerequisite from Grade 2 to		6 periods
questions' which elicit information	Grade 3 and subsequent classes		
about size, quantity, quality, and			
distance in simple sentences.	_		
Enter data on a graph and comment on	Prerequisite from Grade 2 to		
it.	Grade 3 and subsequent classes		
Place scrambled sentences in the	Prerequisite from Grade 2 to		
correct sequence.	Grade 3 and subsequent classes		
Orally select the best main idea stated	Prerequisite from Grade 2 to		
explicitly.	Grade 3 and subsequent classes		
Match a statement with its		Core in relation to skills as it	
corresponding illustration.		develops students' ability to	
		comprehend a text on the	
		knowledge level by matching	
		an idea to its visual	
		representation	

De	evelop basic comprehension of ap	propriate literature.	
Describe actions and physical	Prerequisite from Grade 2 to	propriete interaction	6 periods
appearance of characters in a story	Grade 3 and subsequent classes		o po. 1000
with reference to key details and	erade o and subsequent masses		
illustrations in the text.			
Match character traits to those		Core in relation to skills as it	
exemplified in a story with reference		develops students' ability to	
to key details and illustrations in the		comprehend and make	
text.		inferences through	
		character's actions, dialogue	
		and pictures	
Compare how different characters feel		Core in relation to skills as it	
at different points of the story with		develops students' ability to	
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, i.e.,	Prerequisite from Grade 2 to		
characters, plot, setting, etc.	Grade 3 and subsequent classes		
State why certain parts of a story or		Core in relation to skills as it	
play are favorites.		develops students' ability to	
		comprehend, make	
		inferences and relate them	
		to self awareness	
	Interpret what is re	ead.	

Make text-to-text connections to		Core in relation to skills as it	6 periods
explain how characters feel at a certain		develops students' ability to	
point in a story, based on the outcome		a deeper understanding of	
of adventures in other stories.		text- to- text	
Give reasons (Justify) why you liked or	Prerequisite from Grade 2 to		
disliked a character and/or part of a	Grade 3 and subsequent classes		
story with reference to the text.			
Identify something 'positive',	Prerequisite from Grade 2 to		
'interesting', or 'negative' in a story	Grade 3 and subsequent classes		
with reference to the text.			
Explain how characters feel at a certain		Core in relation to skills as it	
point in a story and why they feel that		develops students' ability to	
way.		a deeper understanding	
		progressing from text-to-self	
		to reach text- to -world	
Explain how the story would end	Prerequisite from Grade 2 to		
differently.	Grade 3 and subsequent classes		
Make text-to-self connections by		Core in relation to skills as it	
relating a character in a story to a		develops students' ability to	
known person.		a deeper understanding	
		progressing from text-to-self	
		to reach text- to -world	
Discuss what might happen to		Core in relation to skills as it	
characters in a story, based on the		develops students' ability to	
outcome of adventures in other		a deeper understanding	
stories.		progressing from text-to-text	
	Make inferences about wh	nat is read.	

Check the correct inference from a		Core in relation to skills as it	5 periods
choice of three.		develops students' ability to	·
		infer the meaning of an	
		unfamiliar word from the	
		meaning of familiar words in	
		context together with	
		knowledge about the world	
Suggest a title for a given text.		Core in relation to skills as it	
		develops students' ability to	
		state the main idea	
Infer reasons for a character's action	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Speculate on the author's purpose	Prerequisite from Grade 2 to		
with reference to the text.	Grade 3 and subsequent classes		
Distinguish what is real from what is	Prerequisite from Grade 2 to		
unreal.	Grade 3 and subsequent classes		
	Develop oral and silent rea	ading skills.	
Practice echo reading.		Core in relation to skills as it	5 periods
		develops students fluency	
Complete a sentence with a rhyming		Core in relation to skills as it	
word.		develops students' ability to	
		provide similar rhyming	
		words in context	
Read independently a range of printed	Prerequisite from Grade 2 to		
materials with fluency, accuracy, and	Grade 3 and subsequent classes		
understanding.			

	Read aloud from familiar stories and	Prerequisite from Grade 2 to		
	poems, fluently and with appropriate	Grade 3 and subsequent classes		
	expression.			
		Impart and seek factual in	formation.	
	Ask and give additional personal	Prerequisite from Grade 2 to		10 periods
	information (name, sex, age,	Grade 3 and subsequent classes		
	telephone number, nationality,			
	birthday, family members, friends,			
	pets) using simple sentences.			
	Describe self, classmates, or family	Prerequisite from Grade 2 to		
	members using simple sentences.	Grade 3 and subsequent classes		
	Recall specific facts from a story and		Core in relation to skills as it	
	phone messages.		develops students' ability to	
Oral			connect active listening to a	
Communication			task	
Communication	Describe the weather, the time,		Core in relation to skills as it	
	locations, the seasons, an object, a		develops students' ability to	
	picture, a chart, a place, or a setting		utilize active recalling for	
	using simple sentences.		retention	
	Describe a sequence of pictures or a		Core in relation to skills as it	
	cartoon strip using simple sentences.		develops students' ability to	
			communicate using active	
			recalling and reasoning	
	Discuss videos, celebrations, and		Core in relation to skills as it	
	artwork using simple sentences.		develops students' cognitive	
			flexibility during interactions	

Describe people's/animal's actions		Core in relation to skills as it	
using simple sentences.		develops students' ability to	
		utilize active recalling	
Compare and contrast characters in a	Prerequisite from Grade 2 to		
book, film, TV program, etc. using	Grade 3 and subsequent classes		
simple sentences.			
State differences between actions and	Prerequisite from Grade 2 to		
events in pictures.	Grade 3 and subsequent classes		
Ask for and give instructions using	Prerequisite from Grade 2 to		
simple sentences.	Grade 3 and subsequent classes		
Ask and answer 'wh-questions' which	Prerequisite from Grade 2 to		
elicit information about quantity,	Grade 3 and subsequent classes		
quality, distance, and size.			
Report a real-life incident.		Core in relation to skills as it	
		develops students' ability to	
		articulate what's retrieved by	
		active recalling	
Retell a story giving it a different		Core in relation to skills as it	
ending.		develops students' ability to	
		invent a story ending	
	Develop oral transaction	nal skills.	
Decline an offer or invitation.	Prerequisite from Grade 2 to		5 periods
	Grade 3 and subsequent classes		
Give permission to do something.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		

Inquire whether others have		Core in relation to skills as it
permission to do something.		develops students' ability to
		communicate in a social
		context using their repertoire
		to promote self-actualization
Say whether something is possible or		Core in relation to skills as it
impossible.		develops students' ability to
		communicate in a social
		context using their repertoire
		to justify a conclusion
Argue why one approve or disapprove	Prerequisite from Grade 2 to	
of an event and/or plan.	Grade 3 and subsequent classes	
Justify choices in a listing, categorizing,		Core in relation to skills as it
odd–one–out activity, etc.		develops students' ability to
		practice justification
Offer and request assistance during	Prerequisite from Grade 2 to	
group work.	Grade 3 and subsequent classes	
Discuss or remind others about good		Core in relation to skills as it
manners.		develops students' ability to
		communicate in a social
		context using their repertoire
		to promote self-actualization
Grant forgiveness in simple sentences.		Core in relation to skills as it
		develops students' ability to
		communicate in a social
		context using their repertoire
		to promote self-actualization
Ex	press and find out basic feelings a	nd emotional states.

Describe likes and dislikes about food,	Prerequisite from Grade 2 to		7 periods
clothes, hobbies, people, characters,	Grade 3 and subsequent classes		
stories, movies, cartoons, etc.			
Express and inquire about moods and	Prerequisite from Grade 2 to		
feelings: pleasure and displeasure,	Grade 3 and subsequent classes		
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	
		to promote self-actualization	
Express and inquire about needs and		Core in relation to skills as it	
desires.		develops students' ability to	
		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 sociolingu	iistic rules.	

Use appropriate non-verbal	Prerequisite from Grade 2 to		7 periods
communication (nod, shake head,	Grade 3 and subsequent classes		7 perious
shrug shoulder, frown, smile) to	Grade 5 and subsequent classes		
accompany oral output and/or solve a			
communication problem.			
Use polite forms for requests.		Core in relation to skills as it	
ose polite forms for requests.			
		develops students' ability to	
		communicate in a social	
		context using their repertoire	
		to promote appropriateness	
Greet and take leave appropriately in a	Prerequisite from Grade 2 to		
variety of different settings.	Grade 3 and subsequent classes		
	competence (lexis, phonology, syr	· · · · · · · · · · · · · · · · · · ·	
Experiment with learned and acquired		Core in relation to skills as it	7 periods
words in new contexts.		develops students' ability to	
		extend their learning	
Produce sentences using appropriate	Prerequisite from Grade 2 to		
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		
Recite a list of words placing the stress		Core in relation to skills as it	
on the correct syllable.		develops students' fluency	
Recite or read a short sentence placing		Core in relation to skills as it	
stress on key information words.		develops students' fluency	
Imitate rising and falling intonation at		Core in relation to skills as it	
the end of statements.		develops students' fluency	
Sing along with rhymes and recorded		Core in relation to skills as it	
songs.		develops students' fluency	

	Form a question which ends with rising		Core in relation to skills as it	
	intonation.		develops students' awareness	
			of its function as well as its	
			emotional indication	
	Part	icipate effectively in a range of gr	oup speech activities.	
	Participate in semi–controlled		Core in relation to skills as it	6 periods
	dialogues.		develops students'	
			production of appropriate	
			transactions	
	Collaborate in role play activities.		Core in relation to skills as it	
			develops students' language	
			production and practice	
	Dramatize a scene from a video using		Core in relation to skills as it	
	costumes and props.		develops students' language	
	Describe the attributes and	Prerequisite from Grade 2 to	practice	
	characteristics of a hidden object	Grade 3 and subsequent classes		
	and/or anonymous person so others	Grade 3 and subsequent classes		
	can guess (who/ what is it?).			
		evelop competence in several basi	ic print conventions	
	Indent first line in a paragraph.	Prerequisite from Grade 2 to	print conventions.	5 periods
	macht mist mie m a paragrapm.	Grade 3 and subsequent classes		5 perious
	Use capitals to begin a sentence, to	Prerequisite from Grade 2 to		
Written	write proper nouns such as names of	Grade 3 and subsequent classes		
Communication	people, places, days, months, product	Grade 5 and subsequent classes		
	names, and geographic names,			
	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 question.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
	Develop legible handw	vriting.	
Write in a straight line across the page.	Prerequisite from Grade 2 to		6 periods
	Grade 3 and subsequent classes		
Practice capital letters and lowercase	Prerequisite from Grade 2 to		
letters.	Grade 3 and subsequent classes		
Group and print letters according to		Core in relation to skills as it	
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 sentences.	Prerequisite from Grade 2 to		
	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	
Pr	actice using vowel sounds and cor	mmon letter strings.	
Spell and write down words that have		Core in relation to skills as it	6 periods
long vowel sounds (especially words		develops students' ability to	
ending with the letter 'e').		find same strings of letters in	
		many words	

Spell words related to the following		Core in relation to skills as it	
themes: colors, food, days.		develops students' ability to	
		spell words connected to	
		universal themes	
Spell correctly monosyllabic words one		Core in relation to skills as it	
uses regularly in own writing.		develops students' ability to	
		spell high frequency words	
Use knowledge of spelling patterns	Prerequisite from Grade 2 to		
and word families to spell correctly	Grade 3 and subsequent classes		
monosyllabic words one uses regularly			
in own writing.			
Spell words with the endings '-ing', '-	Prerequisite from Grade 2 to		
ed', '-s', '-er', '-est', '-es'.	Grade 3 and subsequent classes		
	Develop process writin	g skills.	
Select a topic to write about.	Prerequisite from Grade 2 to		10 periods
	Grade 3 and subsequent classes		
Brainstorm ideas related to a topic.	Prerequisite from Grade 2 to		
	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 about		Core in relation to skills as it	
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		

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Expand sentences by adding 'Wh-		Core in relation to skills as it
slots': when, where, who, etc.		develops students' ability to
		extend their learning
Add descriptive adjectives in short	Prerequisite from Grade 2 to	
sentences to express the mood	Grade 3 and subsequent classes	
conveyed.		
Rewrite the end of a story.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Identify sentences that do not keep to	Prerequisite from Grade 2 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 basic	Prerequisite from Grade 2 to	
grammatical errors.	Grade 3 and subsequent classes	
Make individual story books and		Core in relation to skills as it
illustrate them.		develops students' ability to
		publish
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
Participate in writing a classroom		Core in relation to skills as it
magazine to share with other classes.		develops students' ability to
		publish

Share writing through oral reading.		Core in relation to skills as it	
Share writing through oral reading.			
		develops students' ability to	
		publish	
	p writing skills through guided an	d semi-guided activities.	
Review sequence of events.	Prerequisite from Grade 2 to		7 periods
	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 either		Core in relation to skills as it	
the subject or the predicate.		develops students' ability to	
		extend their learning	
Identify irrelevant sentences in a		Core in relation to skills as it	
paragraph.		develops students' ability to	
		comprehend and make	
		inferences	
Match title to paragraph.		Core in relation to skills as it	
		develops students' ability to	
		identify main idea	
Cor	mmunicate in writing using differe	ent genres of writing.	
Fill out a form with the first and family	Prerequisite from Grade 2 to		8 periods
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	

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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 others		Core in relation to skills as it
with simple details.		develops students' ability to
		use personal information to
		promote self-actualization
Write a greeting card.		Core in relation to skills as it
		develops students' ability to
		express functions
Write a thank you note.		Core in relation to skills as it
		develops students' ability to
		express functions
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 characters	Prerequisite from Grade 2 to	
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	

	Provide captions for cartoon strips.		Core in relation to skills as it	
			develops students' ability to	
			respond to an image in	
			writing	
	Develop a reperto	re of metacognitive strategies to	solve language processing proble	ems.
	Preview discourse by examining title,	Prerequisite from Grade 2 to		
	illustrations, first and last lines, etc.	Grade 3 and subsequent classes		
	Self-evaluate: recognize need for peer	Prerequisite from Grade 2 to		
	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.			
	De	velop information processing skill	s: literal and critical.	
	Relate language experiences to life	Prerequisite from Grade 2 to		
	experiences.	Grade 3 and subsequent classes		
Thinking	Compare characters.		Core in relation to skills as it	
Hillikilig			develops students' ability to	
			comprehend and make	
			inferences	
	Classify information in semantic	Prerequisite from Grade 2 to		
	groups, lexical sets	Grade 3 and subsequent classes		
	Select the main idea.	Prerequisite from Grade 2 to		
		Grade 3 and subsequent classes		
	Identify irrelevant information by		Core in relation to skills as it	
	underlining.		develops students' ability to	
			comprehend and make	
			inferences	
		Develop confidence as life-lo	ong learners.	

Request assistance from peers / adults	Prerequisite from Grade 2 to
/ parents.	Grade 3 and subsequent classes
Give and receive feedback on work	Prerequisite from Grade 2 to
presented.	Grade 3 and subsequent classes

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

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الأساسي

Subject Matter: English Language and Literature Grade: Three **Cycle 1 of Basic Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature Details of the Curriculum Content 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. Develop basic factual and inferential comprehension of what is heard. Follow detailed instructions. Core in relation to skills as it 16 periods Listening develops students' ability to connect active listening and 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

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	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 3 to		
	happiness, etc.).	Grade 4 and subsequent		
		classes		
	Answer inference questions formed		Core in relation to skills as it	
	with 'wh' words		develops students' ability to	
			comprehend spoken	
			discourse	
	Fill out missing words in a		Core in relation to skills as it	
	paragraph.		develops students' ability to	
			listen for specific	
			information	
	Write a short unprepared dictation.	Prerequisite from Grade 3 to		
		Grade 4 and subsequent		
		classes		

Identify distinguishing characteristics		Core in relation to skills as it	
of genre heard.		develops students' ability to	
		identify a genre from its	
		different features and	
		functions	
Chart events mentioned in	Prerequisite from Grade 3 to		
chronological order.	Grade 4 and subsequent		
	classes		
Identify the main idea.		Core in relation to skills as it	
		develops students' ability to	
		recognize patterns of	
		organization	
Organize 'wh' slots and character	Prerequisite from Grade 3 to		
traits mentioned on a flowchart or	Grade 4 and subsequent		
web.	classes		
Listen to a detailed description of	Prerequisite from Grade 3 to		
something and guess what it is.	Grade 4 and subsequent		
	classes		
Predict plausible outcomes based on	Prerequisite from Grade 3 to		
previous information in the audio	Grade 4 and subsequent		
input.	classes		
	Comprehend and interp	ret what is heard.	
Predict content from title.		Core in relation to skills as it	8 periods
		develops students' ability to	
		use a reading strategy	
Identify irrelevant information heard.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		

	Retell a story or restate a problem		Core in relation to skills as it	
	orally presented.		develops students' ability to	
			use own language to express	
I			what was understood	
		ate the ability to use audio inpu	ut to expand linguistic compete	
	Generate antonyms, synonyms, and	Prerequisite from Grade 3 to		10 periods
	definitions for words heard.	Grade 4 and subsequent		
		classes		
	Construct meaningful sentences	Prerequisite from Grade 3 to		
	based on what is heard.	Grade 4 and subsequent		
		classes		
	Complete parts of sentences with		Core in relation to skills as it	
	missing phrases.		develops students' ability to	
			listen for specific	
			information	
		Listen for appreciation	and enjoyment.	
	React to what was heard (dramatize		Core in relation to skills as it	8 periods
	creatively).		develops students' ability to	
			connect active listening to a	
			created task	
	Verbalize feelings about a poem,		Core in relation to skills as it	
	song, and/or a piece of music.		develops students' ability to	
			reflect on the content of	
			spoken discourse	
		Develop decod	ing skills.	
Do a dina	Recognize compound words	Prerequisite from Grade 3 to		7 periods
Reading	containing short and/or long vowel	Grade 4 and subsequent		
	sounds.	classes		

Recognize the number of syllables in		Core in relation to skills as it
a word.		
a word.		develops students' ability to
		employ phonological
	_	knowledge to read a word
Identify the 'oo,' 'ea,' 'au,' ' 'ei,' 'oi,',	Prerequisite from Grade 3 to	
'aw, 'ow,' 'ew,', 'oy' vowel	Grade 4 and subsequent	
blends/teams.	classes	
Associate 'y' with the vowel sounds it	Prerequisite from Grade 3 to	
stands for; e.g., 'fly,' 'study'.	Grade 4 and subsequent	
	classes	
Categorize words which contain soft	Prerequisite from Grade 3 to	
'c'.	Grade 4 and subsequent	
	classes	
Select words containing soft 'g' from	Prerequisite from Grade 3 to	
a pile of given words.	Grade 4 and subsequent	
	classes	
Differentiate between the voiced and	Prerequisite from Grade 3 to	
voiceless sounds for the diagraph 'th'	Grade 4 and subsequent	
in words.	classes	
Recognize the diagraphs 'wh', 'wr,'	Prerequisite from Grade 3 to	
'gn', 'ch,' 'kn,' 'ph,'	Grade 4 and subsequent	
8, 6, 1, 1,	classes	
Classify pictures which contain the 'l',	Prerequisite from Grade 3 to	
's' and the 'r' blends.	Grade 4 and subsequent	
3 and the 1 blends.	classes	
Add suffices Lead Line L. full		
Add suffixes '-es,' '-ed,' '-ing,' -ful,' '-	Prerequisite from Grade 3 to	
er,'-ness,''-ly,'''-less,''-est,','-able,'	Grade 4 and subsequent	
'-y,' '-en' to words ending in silent 'e'.	classes	

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Add 's' or 'es' to words ending with '-	Prerequisite from Grade 3 to		
y,''-ss,''-x,''-ch,''-sh,''-s,''-f,' '-fe'.	Grade 4 and subsequent		
	classes		
Count, blend and segment syllables	Prerequisite from Grade 3 to		
in multi-syllable words.	Grade 4 and subsequent		
	classes		
Demonstrate t	the ability to use textual and ex	periential-based clues to get n	neaning.
Generate synonyms, antonyms,	Prerequisite from Grade 3 to		6 periods
and/or definitions for words in the	Grade 4 and subsequent		
passage.	classes		
Relate object and possessive	Prerequisite from Grade 3 to		
pronouns to their corresponding	Grade 4 and subsequent		
reference.	classes		
Show the differences in meanings		Core in relation to skills as it	
between homophones and		develops students' ability to	
homographs by generating original		explain words that sound	
sentences.		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	
		their reasoning skills	

Form new compound words by		Core in relation to skills as it
joining 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
Create pictures to illustrate the		Core in relation to skills as it
meanings of sentences.		develops students' ability to
		visually represent meaning
Add suffixes '-ly,' '-y' '-full' and '-ness'	Prerequisite from Grade 3 to	
to appropriate words in the text.	Grade 4 and subsequent	
	classes	
Apply one's knowledge of prefixes	Prerequisite from Grade 3 to	
('re-,' 'un-,' 'dis-,' 'ex-,' 'de-,') to work	Grade 4 and subsequent	
out the meanings of unfamiliar words	classes	
in a text.		
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,		organize, classify and
and web.		communicate ideas visually
	Develop basic comprehension	of appropriate literature.

Categorize actions and physical	Prerequisite from Grade 3 to	
appearance of characters in a story	Grade 4 and subsequent	
with reference to key details in the	classes	
text.		
Identify characters who exemplify	Prerequisite from Grade 3 to	
certain personality traits with	Grade 4 and subsequent	
reference to key details in the text.	classes	
Explain how different characters feel	Prerequisite from Grade 3 to	
the way they do at certain points in	Grade 4 and subsequent	
the story with reference to key	classes	
details in the text.		
Contrast two characters in a story or	Prerequisite from Grade 3 to	
play with reference to key details in	Grade 4 and subsequent	
the text.	classes	
Describe key elements of a story; i.e.,	Prerequisite from Grade 3 to	
characters, plot, setting, climax,	Grade 4 and subsequent	
problem and solution.	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 3 to	
chronological connectors.	Grade 4 and subsequent	
	classes	
Chart events that occurred in		Core in relation to skills as it
different parts of a story in sequence.		develops students' ability to
		put events, and ideas in a
		logical order

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	t-to-self connections by		Core in relation to skills as it	
-	camples of characters,		develops students' ability to	
	events in stories that		make connections between	
resemble	those in one's own life.		contexts and personal	
			information to promote	
			self-actualization	
Different	iate between fact and		Core in relation to skills as it	
	fiction.		develops students' ability to	
			use a reading strategy	
		Interpret what	t is read.	
Explain wh	ny one identifies closely		Core in relation to skills as it	7 periods
with and	or empathizes with a		develops students' ability to	·
character in	a story with reference to		justify choices	
	the text.			
• •	d/or criticize character's		Core in relation to skills as it	
actions and	dattitude with reference		develops students' ability to	
	to the text.		justify choices	
Explain h	ow character's actions		Core in relation to skills as it	
affec	t other characters.		develops students' ability to	
			make connections	
Explain h	ow one would change		Core in relation to skills as it	
	characters.		develops students' ability to	
			transfer learning to new	
			contexts	
Make text	t-to-self connections by	Prerequisite from Grade 3 to		
relating a	character in a story to a	Grade 4 and subsequent		
person one	knows and tell how they	classes		
	are similar.			

Explain why a character can or		Core in relation to skills as it	
cannot be removed from a story with		develops students' ability to	
reference to the text.		transfer learning to new	
		contexts	
Relate a character in a story to a		Core in relation to skills as it	
person one knows, and tell how they		develops students' ability to	
are similar.		make connections between	
		a text and real life	
	Make inferences abou	ut what is read.	
Ask and answer inference questions	Prerequisite from Grade 3 to		6 periods
with 'wh' words.	Grade 4 and subsequent		
	classes		
Speculate on the author's purpose,	Prerequisite from Grade 3 to		
and justify one's answers with	Grade 4 and subsequent		
reference to the text.	classes		
Distinguish between factual and	Prerequisite from Grade 3 to		
fictional reading material.	Grade 4 and subsequent		
	classes		
Differentiate between fact and	Prerequisite from Grade 3 to		
fiction.	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	Prerequisite from Grade 3 to		
what will happen next.	Grade 4 and subsequent		
	classes		

	Predict what might happen to a	Prerequisite from Grade 3 to		
	character in a story.	Grade 4 and subsequent		
	character in a story.	· ·		
		classes	et von dien entitle	
		Develop oral and siler		
	Compose sentences with final		Core in relation to skills as it	4 periods
	rhyming words.		develops students' ability to	
			provide similar rhyming	
			words in a context	
	Read (aloud and silently)	Prerequisite from Grade 3 to		
	independently.	Grade 4 and subsequent		
		classes		
	Read rhymed verse and blank verse		Core in relation to skills as it	
	poems aloud, varying the tone		develops students' ability to	
	according to content.		read fluently and	
			expressively	
		Read for ple	asure.	
	Write sentences commenting on a		Core in relation to skills as it	4 periods
	certain reading text.		develops students' ability to	
			read critically	
	Design a poster/cover/advertisement		Core in relation to skills as it	
	for a specific literary work.		develops students' ability to	
			convey a main idea in a	
			creative way	
		Impart and seek factu	ial information.	
Oral	Compare people, locations, seasons,	Prerequisite from Grade 3 to		8 periods
Communication	and animal actions in complete	Grade 4 and subsequent		·
	sentences.	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		
Report a real-life incident.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Retell a story giving it a different	Prerequisite from Grade 3 to		
ending.	Grade 4 and subsequent		
	classes		
	Develop oral transa	ectional skills.	
Inquire whether an offer or invitation		Core in relation to skills as it	10 periods
is accepted or denied.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Advise others to do something.		Core in relation to skills as it	
		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	Prerequisite from Grade 3 to	
of something.	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 3 to	
disagreements.	Grade 4 and subsequent	
	classes	
Express indifference.		Core in relation to skills as it
·		develops students' ability to
		communicate in a social
		context using their
		repertoire to promote self-
		actualization
State whether one remembers or has	Prerequisite from Grade 3 to	
forgotten something or someone.	Grade 4 and subsequent	
	classes	
Propose logical solutions to	Prerequisite from Grade 3 to	
problems.	Grade 4 and subsequent	
	classes	
Express whether conclusions are	Prerequisite from Grade 3 to	
logical or not.	Grade 4 and subsequent	
	classes	

	Warn others of a potentially		Core in relation to skills as it	
	dangerous situation.		develops students' ability to	
	dangerous situation.		communicate in a social	
			context using their	
			repertoire to promote self-	
			actualization	
-	State whether one knows how to do		Core in relation to skills as it	
	something		develops students' ability to	
			express ability or lack of it	
			using functional language	
	Express how certain/uncertain one is		Core in relation to skills as it	
	of something.		develops students' ability to	
			use functional language	
	Express appreciation.		Core in relation to skills as it	
			develops students' ability to	
			use functional language	
	Warn others to refrain from doing	Prerequisite from Grade 3 to		
	something.	Grade 4 and subsequent		
		classes		
	E	express and find out basic feeling	ngs and emotional states.	
	Justify likes and/or dislikes.	Prerequisite from Grade 3 to		8 periods
		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	Prerequisite from Grade 3 to		
dissatisfaction with a particular	Grade 4 and subsequent		
situation.	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 selfactualization	
Explain preferences based on	Prerequisite from Grade 3 to		
pleasant and/or unpleasant previous	Grade 4 and subsequent		
experiences.	classes		
Empathize with characters in a story,	Prerequisite from Grade 3 to		
and explain what one would do in a	Grade 4 and subsequent		
similar situation.	classes	Proceedings to a	
	Use appropriate socio	olinguistic rules.	
Give cues to end a conversation.	Prerequisite from Grade 3 to		4 periods
	Grade 4 and subsequent		
	classes		
Attract attention appropriately.		Core in relation to skills as it	
		develops students' ability to	
		use functional language	
Interrupt someone in a polite way.		Core in relation to skills as it	
		develops students' ability to	
		use functional language	
Develop grammatica	al competence (lexis, phonolog	y, syntax) in increasingly comp	ex situations.
Invent new contexts for learned and		Core in relation to skills as it	6 periods
acquired words.		develops students' ability to	
		transfer knowledge	

	classes		
problem-solving activities.	Grade 4 and subsequent		
Participate in information gap and	Prerequisite from Grade 3 to		6 periods
	articipate effectively in a range	of group speech activities.	
		speak fluently	
questions and exclamations		develops students' ability to	
Imitate rising and falling intonation in		Core in relation to skills as it	
		pronounce words correctly	
errors.		develops students' ability to	
Speak without meaning- distorted		Core in relation to skills as it	
and limericks.	classes		
discourse; i.e. poems, chants, songs,	Grade 4 and subsequent		
Recite from memory longer pieces of	Prerequisite from Grade 3 to		
		speaking	
		the voice goes up or down in	
		intonation when the pitch of	
		words in sentences with	
		stressed and unstressed	
		using a combination of	
		in sentences. In addition to	
		important, 'content' words	
		stressing the most	
		sounds in words, and	
		sentences: emphasizing	
intonation, and phrasing.		combine the following in	
appropriate rhythm, stress,		develops students' ability to	
Generate original sentences using		Core in relation to skills as it	

	Explain and demonstrate a process.	Prerequisite from Grade 3 to		
	·	Grade 4 and subsequent		
		classes		
	Play the role of the narrator in a		Core in relation to skills as it	
	pantomime		develops students' ability to	
			practice fluency	
	Act out free dialogues.		Core in relation to skills as it	
			develops students' ability to	
			practice fluency	
	Comment on a group poster, frieze,		Core in relation to skills as it	
	or bulletin board.		develops students' ability to	
			practice fluency	
		Develop competence in several	basic print conventions.	
	Leave the right amount of space	Prerequisite from Grade 3 to		3 periods
	between letters and between words	Grade 4 and subsequent		
	in cursive writing.	classes		
	Use end marks (full stop, question	Prerequisite from Grade 3 to		
	mark and exclamation mark).	Grade 4 and subsequent		
Written		classes		
Communication	Use commas with certain words and	Prerequisite from Grade 3 to		
	numerals (when listing a series of	Grade 4 and subsequent		
	words) and in dialogue.	classes		
	Use quotation marks in a story and in	Prerequisite from Grade 3 to		
	a dialogue.	Grade 4 and subsequent		
		classes		
	Write the date correctly.			
		Develop scribal facility and m	nastery of cursive style.	

Practice transcription of capital	Prerequisite from Grade 3 to		4 periods
letters and lowercase letters.	Grade 4 and subsequent		
	classes		
Group and write cursive letters		Core in relation to skills as it	
according to different types of		develops students' ability to	
strokes, slants, and orientation		join successive letters	
(ascenders and descenders).		together.	
Write the date correctly.		Core in relation to skills as it	
		develops students' ability to	
		apply conventions	
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	Prerequisite from Grade 3 to		
sentences.	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	
-	ell regularly used words which	observe common patterns.	
Create as many words as one can	Prerequisite from Grade 3 to		5 periods
from a given word.	Grade 4 and subsequent		
	classes		

	5 (0		
Use clusters to form as many new	Prerequisite from Grade 3 to		
words as possible, using a given	Grade 4 and subsequent		
sound.	classes		
Give examples of words which follow		Core in relation to skills as it	
a stated spelling rule.		develops students' ability to	
		apply spelling rules	
Practice strings of spelling rules		Core in relation to skills as it	
through partially-filled crossword		develops students' ability to	
puzzles, e.g., (given)		spell correctly	
STRND, what letter is missing?			
Identify hidden words in a puzzle.		Core in relation to skills as it	
		develops students' ability to	
		recognize words' spellings.	
	Practice using vowel sounds an	d common letter strings.	
Spell correctly and write down words	Prerequisite from Grade 3 to		5 periods
that have long vowel sounds but do	Grade 4 and subsequent		
not end with 'e'.	classes		
Spell words related to the following		Core in relation to skills as it	
themes: holidays, months, seasons.		develops students' ability to	
		spell words related to	
		universal themes	
Spell correctly multisyllabic words		Core in relation to skills as it	
one uses regularly in own writing.		develops students' ability to	
		spell HFW correctly	
Correct own spelling errors.		Core in relation to skills as it	
		develops students' ability to	
		edit their own work	

F	ill in the blank with a missing word.		Core in relation to skills as it	
			develops students' ability to	
			complete a meaningful	
			sentence	
		Develop process w	riting skills.	
	Select and narrow topics.	Prerequisite from Grade 3 to		10 periods
		Grade 4 and subsequent		
		classes		
	Brainstorm appropriate topic and	Prerequisite from Grade 3 to		
	concluding sentences.	Grade 4 and subsequent		
		classes		
	Identify purpose of writing.	Prerequisite from Grade 3 to		
		Grade 4 and subsequent		
		classes		
	Use graphic organizers to arrange	Prerequisite from Grade 3 to		
	ideas (clusters, webs, story maps,	Grade 4 and subsequent		
	etc.) for a piece of writing.	classes		
V	Write first draft using best-guessed		Core in relation to skills as it	
	spelling and grammar.		develops students' ability to	
			spell unfamiliar words using	
			best guess spelling and	
			grammar	
	Rewrite sentences in paragraphs.		Core in relation to skills as it	
			develops students' ability to	
			assemble information	
			logically	

Consider a Children		Carata salata a la al 90
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 3 to	
'because'.	Grade 4 and subsequent	
	classes	
Combine short sentences with 'and,'	Prerequisite from Grade 3 to	
'but,' 'also'.	Grade 4 and subsequent	
	classes	
Apply a timeline or flowchart to	Prerequisite from Grade 3 to	
organize wh-slot for narration.	Grade 4 and subsequent	
	classes	
Add descriptive adjectives in places	Prerequisite from Grade 3 to	
where characters, event, feelings,	Grade 4 and subsequent	
thoughts are not clearly described.	classes	
List appropriate supporting details		Core in relation to skills as it
using descriptive words.		develops students' ability to
		identify one detail or two to
		a main idea
Clarify confusing and wordy		Core in relation to skills as it
sentences.		develops students' ability to
		detect the use of too many
		useless words that clutter
		writing

Mark subject/verb agreement errors.		Core in relation to skills as it	
		develops students' ability to	
		write correct grammar	
		structures	
Rearrange words/phrases/sentences.		Core in relation to skills as it	
		develops students' ability to	
		identify and use correct	
		syntax	
Use a checklist to edit grammatical	Prerequisite from Grade 3 to		
and syntax errors.	Grade 4 and subsequent		
·	classes		
Interpret simple correction signs and	Prerequisite from Grade 3 to		
symbols.	Grade 4 and subsequent		
·	classes		
Indicate mechanical errors.		Core in relation to skills as it	
		develops students' ability to	
		write using correct	
		mechanics	
Ask classmate to read and try to		Core in relation to skills as it	
locate any errors one might have		develops students' ability to	
missed.		utilize peer feedback	
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	

Share the final copy through		Core in relation to skills as it	
.,			
different types of publishing.		develops students' ability to	
	elop writing skills through guide	publish.	
Rearrange words/phrases/sentences.	Prerequisite from Grade 3 to		8 periods
	Grade 4 and subsequent		
	classes		
Unscramble mixed-up sentences into		Core in relation to skills as it	
a 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		develops students' ability to	
punctuation 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,'		Core in relation to skills as it	
'second,' '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	

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sentences, write the body.	•		
	classes		
Generate concluding sentences for	Prerequisite from Grade 3 to		
incomplete paragraphs.	Grade 4 and subsequent		
	classes		
Unscramble and write, 'first,'		Core in relation to skills as it	
'second,' 'last' in the right place.		develops students' ability to	
		identify patterns of	
		organization	
Join sentences with 'but,' 'or,' and		Core in relation to skills as it	
'because'.		develops students' ability to	
		identify relationship	
		between ideas	
		(contradictory, causal).	
C	ommunicate in writing using d	ifferent genres of writing.	
Write a short autobiography.	Prerequisite from Grade 3 to		7 periods
	Grade 4 and subsequent		
	classes		
Write a short biography about a	Prerequisite from Grade 3 to		
famous person.	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	
	incomplete paragraphs. Unscramble and write, 'first,' 'second,' 'last' in the right place. Join sentences with 'but,' 'or,' and 'because'. Write a short autobiography. Write a short biography about a famous person. Write a list, homework assignment.	Generate concluding sentences for incomplete paragraphs. Unscramble and write, 'first,' 'second,' 'last' in the right place. Communicate in writing using d 'because'. Communicate in writing using d Prerequisite from Grade 3 to Grade 4 and subsequent classes Write a short autobiography. Write a short biography about a famous person. Write a list, homework assignment.	Generate concluding sentences for incomplete paragraphs. Unscramble and write, 'first,' 'second,' 'last' in the right place. Join sentences with 'but,' 'or,' and 'because'. Write a short autobiography. Write a short biography about a famous person. Write a list, homework assignment. Write things to do. Grade 4 and subsequent classes Core in relation to skills as it develops students' ability to identify patterns of organization Core in relation to skills as it develops students' ability to identify relationship between ideas (contradictory, causal). Communicate in writing using different genres of writing. Prerequisite from Grade 3 to Grade 4 and subsequent classes Write a short biography about a famous person. Core in relation to skills as it develops students' ability to prioritize tasks Core in relation to skills as it develops students' ability to prioritize tasks Core in relation to skills as it develops students' ability to skills as it develops students' ability to prioritize tasks

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	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 3 to		
	somewhere.	Grade 4 and subsequent		
		classes		
	Write a story about a personal	Prerequisite from Grade 3 to		
	experience with details to describe	Grade 4 and subsequent		
	actions, thoughts, and feelings.	classes		
	Describe the most interesting		Core in relation to skills as it	
	character/scene in the story one		develops students' ability to	
	currently is reading about.		select and transfer	
			information	
	Write a short descriptive piece with	Prerequisite from Grade 3 to		
	descriptive details.	Grade 4 and subsequent		
		classes		
	Fill out a simple questionnaire.		Core in relation to skills as it	
			develops students' ability to	
			write specific information	
	Write a process paragraph.		Core in relation to skills as it	
			develops students' ability to	
			write in different genres	
	Develop a repert	toire of metacognitive strategie	es to solve language processing	problems.
Thinking	Examine titles, pictures, first and last	Prerequisite from Grade 3 to		
Thinking	lines to previous discourse	Grade 4 and subsequent		
		classes		

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Commit material to memory: write		Core in relation to skills as it	
margin notes, summarize, form		develops students' ability to	
mental images, underline/highlight		use summarizing skills	
important information.			
Self-evaluate: recognize one's		Core in relation to skills as it	
strengths and weaknesses.		develops students' ability to	
		use personal information to	
		promote self-actualization	
Reflect on the learning which has		Core in relation to skills as it	
taken place: assess what has been		develops students' ability to	
mastered, what remains unclear.		use personal information to	
		promote self-actualization	
Set a specific learning goal.		Core in relation to skills as it	
		develops students' ability to	
		use personal information to	
		promote self- directed	
		learning	
	Develop information processing	g skills: literal and critical.	
Relate language experiences to life	Prerequisite from Grade 3 to		
experiences.	Grade 4 and subsequent		
	classes		
Contrast two characters from the		Core in relation to skills as it	
same story; a favorite storybook		develops students' ability to	
character with a family member and		comprehend, make	
friend.		inferences and work	
		cooperatively	

Classify information in semantic	Prerequisite from Grade 3 to		
groups, lexical sets, timelines, and	Grade 4 and subsequent		
graphic organizers.	classes		
Identify irrelevant information.	Prerequisite from Grade 3 to		
•	Grade 4 and subsequent		
	classes		
	Develop confidence and auton	omy as life-long learners.	
Request assistance from peers,	Prerequisite from Grade 3 to		
adults, parents.	Grade 4 and subsequent		
	classes		
Give and receive feedback on work	Prerequisite from Grade 3 to		
presented.	Grade 4 and subsequent		
	classes		

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

الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة اللغة الإنكليزية للصف الرابع الأساسي

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

References:

Decree No. 10227 of 8/5/1997

Details of the cur Details of the Curriculum	rriculum content of English Language and	d Literature - Circular No.26 / n	n /1997 (Date: 1st - Month : Au	ugust - Year:1997)		
Content		Otto to decide a	· · · · · · · · · · · · · · · · · · ·	Allegated De de de		
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Allocated Periods 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.					
	Form and respond to literal questions related to content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		8 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		Core in relation to skills as it	
match oral description.		develops students' ability to	
		connect active listening and	
		attention to details	
Recall major events heard.		Core in relation to skills as it	
		develops students' ability to	
		connect active listening and	
		global comprehension	
Order a set of pictures in sequence.		Core in relation to skills as it	
		develops students' ability to	
		put events, and ideas in a	
		logical order	
	Comprehend and interpre	t spoken discourse.	
Distinguish between main idea and	Prerequisite from Grade 4 to		8 periods
details.	Grade 5 and subsequent		
	classes		
Identify the feelings of a speaker in a		Core in relation to skills as it	
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		
orally on the basis of familiar	classes		
experiences.			
Cor	nprehend, appreciate, and enjo	oy literary spoken discourse.	
Relate the actions and/or feelings of	Prerequisite from Grade 4 to		10 periods
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	
Repeat short and simple poems,		Core in relation to skills as it	
rhymes and chants.		develops students' ability to	
		enhance fluency	
Role play a scripted dialogue.		Core in relation to skills as it	
		develops students' ability to	
		enhance fluency	
	Expand linguistic a	nalysis skills.	
Recognize the lexical family to which	Prerequisite from Grade 4 to		10 periods
a word belongs.	Grade 5 and subsequent		
	classes		
Connect new vocabulary to meaning.	Prerequisite from Grade 4 to		
	Grade 5 and subsequent		
	classes		
Identify basic intonation patterns.		Core in relation to skills as it	
		develops students' ability to	
		when the pitch of the voice	
		goes up or down in speaking	

	Take down a recurrent grammatical		Core in relation to skills as it	
	structure.		develops students' ability to	
			connect active listening to	
			acquired structures	
	Locate and identify specific verbs.		Core in relation to skills as it	
			develops students' ability to	
			connect active listening to a	
			task	
	Point out transitionals and		Core in relation to skills as it	
	connectors.		develops students' ability to	
			identify transitionals and	
			connectors	
	Cor	mprehend varied written disco	urse (prose and non-prose).	
	Ask and Respond to 'Wh-', 'Yes/No'	Prerequisite from Grade 4 to		9 periods
	and 'T/F' questions in complete	Grade 5 and subsequent		
	sentences.	classes		
	Recall stated main ideas and/or	Prerequisite from Grade 4 to		
	details in informational and narrative	Grade 5 and subsequent		
	passages.	classes		
	Retell story events in sequence using	Prerequisite from Grade 4 to		
	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		
Reading		classes		

	Comprehend and interpre	t written discourse.	
Complete cause and effect	Prerequisite from Grade 4 to		9 periods
statements based on simple	Grade 5 and subsequent		
narrative texts.	classes		
Identify facts and opinions, fantasy	Prerequisite from Grade 4 to		
and reality, problem and solution,	Grade 5 and subsequent		
etc.	classes		
Predict contents of a reading	Prerequisite from Grade 4 to		
selection based on a title and/or	Grade 5 and subsequent		
illustrations.	classes		
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		
event, etc.	classes		
Arrange events in chronological		Core in relation to skills as it	
order.		develops students' ability to	
		identify patterns of	
		organization	
Cor	mprehend, appreciate and enjo	y literary written discourse.	
Comment on setting and characters	Prerequisite from Grade 4 to		8 periods
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		
etc.	classes		

Identify and use contextual signal	Prerequisite from Grade 4 to		
clues to determine the particular	Grade 5 and subsequent		
meaning of words.	classes		
Label or suggest synonyms and	Prerequisite from Grade 4 to		
antonyms.	Grade 5 and subsequent		
	classes		
React to literature physically or		Core in relation to skills as it	
through art craft (clay model,		develops students' ability to	
drawing, etc.).		connect acquired learning	
		to creative production	
Role play a scripted scene from story.		Core in relation to skills as it	
		develops students' ability to	
		enhance fluency	
	Expand linguistic a	nalysis skills.	
Assemble word families into	Prerequisite from Grade 4 to		10 periods
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	
Identify and use contextual signal -		Core in relation to skills as it	
clues to determine the particular		develops students' ability to	
meaning of words.		determine comprehension	
		on the word level	
Label or suggest synonyms and		Core in relation to skills as it	
antonyms.		develops students' ability to	
		enhance lexical knowledge	

	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 and without hesitation.		read fluently	
	Read grade-appropriate sight words	Prerequisite from Grade 4 to		
	(grade Dolch words).	Grade 5 and subsequent		
		classes		
		Convey informatio	n and ideas.	
	Answer questions related to self,	Prerequisite from Grade 4 to		8 periods
	others, and various content-matter	Grade 5 and subsequent		
	areas.	classes		
	Suggest a list of objects necessary for		Core in relation to skills as it	
	doing something.		develops students' ability to	
			prioritize what is needed	
01	Describe a person, a place, an event,	Prerequisite from Grade 4 to		
Oral	an object, the weather, etc.	Grade 5 and subsequent		
Communication		classes		
	Relay messages, commands or a set		Core in relation to skills as it	
	of instructions.		develops students' ability to	
			enhance fluency	
	List what things are made of/from		Core in relation to skills as it	
			develops students' ability to	
			name items	
		Exchange opinions and	interpretations.	

Find similarities between the	Prerequisite from Grade 4 to		9 periods
characters and actions in a story, TV	Grade 5 and subsequent		
program, play, etc.	classes		
Give reasons for accepting or	Prerequisite from Grade 4 to		
rejecting an offer or a course of	Grade 5 and subsequent		
action.	classes		
Make suggestions to peers.		Core in relation to skills as it	
		develops students' ability to	
		communicate cooperatively	
		with others	
	Express feelings, intere	sts and attitudes.	
Express feelings, needs, desires,	Prerequisite from Grade 4 to		10 periods
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	

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	Justify preferences.	Prerequisite from Grade 4 to		
		Grade 5 and subsequent		
		classes		
	Demonstrate verb	pal participatory skills in oral pr	resentations, discussions, and s	imulations.
	Contribute constructively to	Prerequisite from Grade 4 to		9 periods
	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	
	Produce appropriate intonation and		Core in relation to skills as it	
	stress in speech to emphasize		develops students' ability to	
	meaning.		speak fluently	

		Generate transacti	onal writing.	
	Complete I.D's, and family trees.		Core in relation to skills as it	7 periods
			develops students' ability to	
			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	
Written			different formats	
Communication	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 creativ	e writing.	
	Rewrite the end to the story.	Prerequisite from Grade 4 to		7 periods
		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	

Fill in bubbles in a cartoon strip.		Core in relation to skills as it	
		develops students' ability to	
		use cues to generate content	
	Produce academ	nic writing.	
Report on major events of a story,	Prerequisite from Grade 4 to		7 periods
school activities, community life, etc.	Grade 5 and subsequent		
	classes		
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	Grade 5 and subsequent		
sentences.	classes		
	Review one's and of	thers' writing.	
Use a checklist to refine content.	Prerequisite from Grade 4 to		7 periods
	Grade 5 and subsequent		
	classes		
Revise words, sentences and ideas of		Core in relation to skills as it	
a written piece.		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	Prerequisite from Grade 4 to		
and symbols.	Grade 5 and subsequent		
	classes		
	Participate in guid	ed activities.	
Provide descriptions using memorized expressions.		core in relation to skills as it develops students' ability to develop accuracy rather than fluency and includes: repetition, scaffolding and specific target language focus	5 periods
Select / provide appropriate title for short paragraphs.	Prerequisite from Grade 4 to 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		
	connectors.	classes		
		Develop confidence in ability to	communicate in writing.	
	Read one's writing to peers.		Core in relation to skills as it	3 periods
			develops students' ability to	
			read with fluency to	
			promote self-actualization	
	Contribute ideas for collaborative		Core in relation to skills as it	
	writing.		develops students' ability to	
			contribute and collaborate	
Demonstrate logical thinking strategies.				
	Select alternative solutions.	Prerequisite from Grade 4 to		
		Grade 5 and subsequent		
		classes		
	Determine irrelevant information in	Prerequisite from Grade 4 to		
	spoken or written discourse.	Grade 5 and subsequent		
Thinking		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		
Use chronological order to organize a		Core in relation to skills as it	
set of information.		develops students' ability to	
		sequence events in context	
Transfer knowledge and skills from one situation to another.			
Identify similarities and differences in	Prerequisite from Grade 4 to		
content across subjects.	Grade 5 and subsequent		
	classes		
Relate what one is learning to	Prerequisite from Grade 4 to		
familiar experiences or prior	Grade 5 and subsequent		
knowledge.	classes		

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

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الخامس الأساسي

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

References:

Decree No. 10227 of 8/5/1997

Details of the cur	riculum content of English Language and	d Literature - Circular No 33 / m	/1998 (Date: 1st - Month : Iu	ly - Year: 1998)
Details of the Curriculum Content	Treateth content of English Language and	a Literature - Circular 140.55 / III	71556 (Date: 13t Worth : Ju	iy (Car. 1330)
		Criterion for classi	fying each as core	Allocated Periods
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.
		Comprehend explicit informati	on in spoken discourse.	
	Form and respond to referential questions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		10 periods
Listening	Trace route / path on a map.		Core in relation to skills as it develops students' ability to connect active listening and attention to details with reading maps	

Draw a pictui	re to match oral		Core in relation to skills as it	
	ription.		develops students' ability to	
	•		connect active listening	
			and attention to details	
			with drawing	
Identify phrases	and sentences that	Prerequisite from Grade 5 to		
have been added	I to original version.	Grade 6 and subsequent		
		classes		
Respond phy	sically to verbal		Core in relation to skills as it	
mes	ssages.		develops students' ability to	
			listen actively and	
			communicate through TPR	
Take down speci	fic information and		Core in relation to skills as it	
stru	ctures.		develops students' ability to	
			connect active listening	
			and attention to details	
			with a task	
Trace route /	path on a map.		Core in relation to skills as it	
			develops students' ability to	
			transfer information	
		Comprehend and interpret	t spoken discourse.	
Assign details	s to main ideas.	Prerequisite from Grade 5 to		10 periods
		Grade 6 and subsequent		
		classes		
Interpret to	ne of speakers.	Prerequisite from Grade 5 to		
		Grade 6 and subsequent		
		classes		

Arrange ideas into story frames and	Prerequisite from Grade 5 to		
webs.	Grade 6 and subsequent		
	classes		
Infer similarities and differences of	Prerequisite from Grade 5 to		
physical descriptions heard.	Grade 6 and subsequent		
	classes		
Draw plausible conclusions of	Prerequisite from Grade 5 to		
situations &/or information shared	Grade 6 and subsequent		
orally about outcomes or content.	classes		
Relate content and/or message	Prerequisite from Grade 5 to		
heard to personal experiences or	Grade 6 and subsequent		
prior knowledge.	classes		
Identify problem and solution, facts	Prerequisite from Grade 5 to		
and opinions.	Grade 6 and subsequent		
	classes		
Comprehend basic body language.		Core in relation to skills as it	
		develops students' ability to	
		understand unspoken	
		element of communication	
		that reveal true feelings and	
		emotions through gestures,	
		facial expressions and	
		posture	
Cor	nprehend, appreciate, and enjo	y literary spoken discourse.	

Repeat poems and songs.		Core in relation to skills as it	
		develops students' ability to	8 periods
		read, understand and	о ромоно
		appreciate based on	
		preferences	
Explain actions / feelings of the	Prerequisite from Grade 5 to		
speaker.	Grade 6 and subsequent		
·	classes		
Provide rhyming words to the end of		Core in relation to skills as it	
lines of a verse.		develops students' ability to	
		provide similar rhyming	
		words in a context	
Complete a simple response checklist	Prerequisite from Grade 5 to		
on a peer's oral presentation.	Grade 6 and subsequent		
	classes		
Provide rhyming words to the end of		Core in relation to skills as it	
lines of verse.		develops students' ability to	
		use lexical knowledge	
	Expand linguistic ar	nalysis skills.	
Cite key terms, transitionals, and	Prerequisite from Grade 5 to		8.periods
discourse markers.	Grade 6 and subsequent		
	classes		
Classify words into semantic or	Prerequisite from Grade 5 to		
lexical families.	Grade 6 and subsequent		
	classes		
Identify the meaning of a spoken	Prerequisite from Grade 5 to		
word in a short discourse.	Grade 6 and subsequent		
	classes		

	Match intonation patterns to	Prerequisite from Grade 5 to		
	emotions.	Grade 6 and subsequent		
	emotions.	classes		
	Talia danna anasifia atmistima			
	Take down specific structures.	Prerequisite from Grade 5 to		
		Grade 6 and subsequent		
		classes		
	Infer a grammar rule from examples.		Core in relation to skills as it	
			develops students' ability to	
			infer inductively through	
			guessing general rules	
			from examples	
	Con	mprehend varied written discou	rse (prose and non-prose).	
	Respond to various types of	Prerequisite from Grade 5 to		10 periods
	referential questions in complete	Grade 6 and subsequent		
	sentences.	classes		
	Recall main ideas, actions, objects, or	Prerequisite from Grade 5 to		
	events, etc. in informational and	Grade 6 and subsequent		
	narrative passages.	classes		
Dooding	Retell in sequence the contents of a	Prerequisite from Grade 5 to		
Reading	short text in own words using	Grade 6 and subsequent		
	complete sentences.	classes		
	Replace pronoun referents with	Prerequisite from Grade 5 to		
	proper nouns.	Grade 6 and subsequent		
		classes		
	Fill in a summary chart.	Prerequisite from Grade 5 to		
		Grade 6 and subsequent		
		classes		

Complete a cloze passage on a		Core in relation to skills as it	
familiar topic.		develops students' ability to	
rammar topic.		use prior knowledge to	
		construct a text	
	Comprehend and interpre		
Identify cause and effect	Prerequisite from Grade 5 to	written discourse.	10 periods
'	Grade 6 and subsequent		10 perious
relationships, facts and opinions,			
main ideas and supporting details in	classes		
narrative and informational texts.			
Predict contents of a text by	Prerequisite from Grade 5 to		
accessing prior knowledge and	Grade 6 and subsequent		
experience.	classes		
Revise predictions of outcomes /		Core in relation to reading	
consequences from textual clues.		skills as it develops	
		students' ability to use	
		information available, and	
		prior knowledge to	
		anticipate what will happen	
Infer logical consequences by		Core in relation to skills as it	
relating causal relationships.		develops students' ability to	
		use reasoning regarding	
		causes and effects	
Compare and contrast major	Prerequisite from Grade 5 to	13.31.22 3.11.3 2.11.23	
similarities / differences between	Grade 6 and subsequent		
two objects, characters, activities,	classes		
etc.			
CIC.			

		T	-
Recognize main literary form (poetry		Core in relation to skills as it	
and prose).		develops students' ability to	
		identify literary genres.	
Fill in a summary chart.		Core in relation to skills as it	
		develops students' ability to	
		fill in an organizer	
Cor	mprehend, appreciate and enjoy	y literary written discourse.	
Explain personal identification with a		Core in relation to skills as it	9 periods
character.		develops students' ability to	
		use personal information	
		to promote self-	
		actualization	
Evaluate the author's solution with		Core in relation to skills as it	
reference to key details in text.		develops students' ability to	
		think critically after	
		revisiting the content	
Identify and use transparent context	Prerequisite from Grade 5 to		
clues to infer the particular meaning	Grade 6 and subsequent		
of words, multiple meaning words,	classes		
and idiomatic expressions.			
Combine word parts to create new	Prerequisite from Grade 5 to		
words.	Grade 6 and subsequent		
	classes		
Select or suggest synonyms,	Prerequisite from Grade 5 to		
antonyms, and homographs.	Grade 6 and subsequent		
	classes		

T	_			
	React to literature physically or		Core in relation to skills as it	
	through art-craft (collage, painting,		develops students' ability to	
	writing a verse, etc.)		connect acquired learning	
			to creative production	
	Compare and contrast major		Core in relation to skills as it	
	similarities/differences between two		develops students' ability to	
	objects, characters, activities, etc.		find and express similarities	
			and difference	
		Expand linguistic ar	nalysis skills.	
	Infer a grammar rule from examples.	Prerequisite from Grade 5 to		7 periods
		Grade 6 and subsequent		
		classes		
	Classify new words into established		Core in relation to skills as it	
	patterns.		develops students' ability to	
			organize and classify words	
	Read grade-level text orally with		Core in relation to skills as it	
	accuracy, appropriate rate, and		develops students' ability to	
	expression.		read aloud	
	Read grade-appropriate sight words	Prerequisite from Grade 5 to		
	(part one of the nouns Dolch words).	Grade 6 and subsequent		
		classes		
	Identify common connectives in		Core in relation to skills as it	
	narrative and informational texts.		develops students' ability to	
			use different types of	
			connectives in context	
	Determine word meaning through	Prerequisite from Grade 5 to		
	analysis of suffixes and prefixes.	Grade 6 and subsequent		
		classes		

		Convey information	n and ideas.	
	Talk about various content-matter	Prerequisite from Grade 5 to		
	areas. Identify common connectives	Grade 6 and subsequent		
	in narrative and informational	classes		10 periods
	Give instructions on how to do	Prerequisite from Grade 5 to		
	something using visuals.	Grade 6 and subsequent		
	Something using visuals.	classes		
			Core in relation to skills as it	
	Discuss historical places, landmarks		develops students' ability	
	of a country, etc.		to present descriptions in	
	or a country, etc.		detail for others to	
Oral			examine and comment	
Communication	Detect and describe differences		Core in relation to skills as it	
	between a picture and an altered		develops students' ability to	
	version of it.		describe differences with an	
			attention to details	
	Describe past events which occurred	Prerequisite from Grade 5 to		
	at school and/or in the local	Grade 6 and subsequent		
	community.	classes		
	Tell real life incidents or activities	Prerequisite from Grade 5 to		
	that happened to self or family	Grade 6 and subsequent		
	members.	classes		
	Recount real or imaginary events to		Core in relation to skills as it	
	peers and others.		develops students' ability to	
	pecis and others.		communicate with others	

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			Core in relation to skills as it	
	Report messages, weather and		develops students' ability to	
	newscasts.		use related vocabulary and	
			practice fluency	
		Exchange opinions and	interpretations.	
	Recognize several similarities and	Prerequisite from Grade 5 to		9 periods
	differences between characters or	Grade 6 and subsequent		
	actions in a story, a play, or a TV	classes		
	program, etc.			
	Propose alternatives to a suggested	Prerequisite from Grade 5 to		
	course of action.	Grade 6 and subsequent		
		classes		
	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		Core in relation to skills as it	
	visual or graphic material (logo, ad,		develops students' ability to	
	etc.).		explain or infer messages	
			through viewing	
	Express and/or inquire about	Prerequisite from Grade 5 to		
	agreement or disagreement.	Grade 6 and subsequent		
		classes		
	Interpret silhouettes and -		Core in relation to skills as it	
	incomplete pictures.		develops students' ability to	
			synthesize	

Explain the message of a printed		Core in relation to skills as it	
visual or graphic material (logo, ad,		develops students' ability to	
etc.).		read messages represented	
		in images	
	Express feelings, interes	ts and attitudes.	
Express personal moods, feelings,	Prerequisite from Grade 5 to		8 periods
interests, etc.	Grade 6 and subsequent		
	classes		
Talk about strategies for coping with	Prerequisite from Grade 5 to		
personal problems.	Grade 6 and subsequent		
	classes		
Talk about aptitudes, abilities and	Prerequisite from Grade 5 to		
preferences.	Grade 6 and subsequent		
	classes		
Sympathize with the problems of		Core in relation to skills as it	
others. e.g., animals in captivity.		develops students' ability to	
		express feelings and	
		empathize	
Interview a friend to solicit		Core in relation to skills as it	
information regarding feelings.		develops students' ability to	
		elicit information and show	
		empathy	
Demonstrate verb	oal participatory skills in oral pro	esentations, discussions, and s	imulations.
Initiate a conversation with peers or		Core in relation to skills as it	9 periods
adults.		develops students' ability to	
		communicate cooperatively	
		with others	
•		•	

	Observe turn-taking rules in oral		Core in relation to skills as it	
	discussions, simulations and		develops students' ability to	
	activities.		communicate cooperatively	
	activities.		with others	
	D'an an and and an incomplete	Burney in the force Constant I to	with others	
	Discuss social and environmental	Prerequisite from Grade 5 to		
	problems (e.g., theft, poverty,	Grade 6 and subsequent		
	pollution, etc.).	classes		
	Explain an experiment with proper		Core in relation to skills as it	
	examples.		develops students' ability to	
			present information	
			including: title, objective,	
			materials, steps followed,	
			results and conclusion	
	Speak with increasing intelligibility		Core in relation to skills as it	
	and coherence and natural flow.		develops students' ability to	
			enhance fluency	
	Suggest improvements to peers'		Core in relation to skills as it	
	presentations.		develops students' ability to	
			provide positive feedback	
		Generate transaction	onal writing.	
Ī	Write letters to friends.	Prerequisite from Grade 5 to		6 periods
NA/with a re		Grade 6 and subsequent		
Written		classes		
Communication	Plan steps for different activities.	Prerequisite from Grade 5 to		
	· ·	Grade 6 and subsequent		
		classes		

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Devise announcements, instructions,	Prerequisite from Grade 5 to		
ads, etc following a certain model.	Grade 6 and subsequent		
	classes		
Complete forms for school-related		Core in relation to skills as it	
activities.		develops students' ability to	
		complete different formats	
	Produce creative	writing.	
Add events to a narrative piece with	Prerequisite from Grade 5 to		
descriptive details.	Grade 6 and subsequent		6 periods
	classes		
Maintain a journal / diary on a	Prerequisite from Grade 5 to		
regular basis.	Grade 6 and subsequent		
	classes		
Fill in bubbles in a cartoon strip.		Core in relation to skills as it	
		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	
		Core in relation to skills as it	
Make up short, free verse poems, -		develops students' ability to	
songs, riddles, etc.		be creative.	
Create a new verse for a well-known		Core in relation to skills as it	
song using the same tune and rhyme.		develops students' ability to	
		be creative.	

Originate a short play or story		Core in relation to skills as it	
		develops students' ability to	
		be creative.	
	Produce academ	ic writing.	
Write a school-related report to		Core in relation to skills as it	6 periods
present to an audience.		develops students' ability to	
		design the content and	
		present to an audience	
Formulate referential questions on	Prerequisite from Grade 5 to		
the story for others to answer.	Grade 6 and subsequent		
	classes		
Develop paragraphs in the following	Prerequisite from Grade 5 to		
rhetorical modes: narration and	Grade 6 and subsequent		
how-to process.	classes		
Organize notes in summary form.	Prerequisite from Grade 5 to		
	Grade 6 and subsequent		
	classes		
	Review one's and ot	hers' writing.	
Use a checklist to refine content and	Prerequisite from Grade 5 to		
form.	Grade 6 and subsequent		6 periods
	classes		
Revise the composition by adding or	Prerequisite from Grade 5 to		
deleting ideas or words.	Grade 6 and subsequent		
	classes		
Proofread and edit a piece of writing.	Prerequisite from Grade 5 to		
	Grade 6 and subsequent		
	classes		

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Elicit advice from peers for		Core in relation to skills as it	
correction of content.		develops students' ability to	
		accept other's opinions and	
		work cooperatively	
Add descriptive words to bette	r	Core in relation to skills as it	
express mood or feelings.		develops students' ability to	
		use learnt adjectives and	
		adverbs	
	Participate in guide	ed activities.	
Provide an appropriate title, topic	or Prerequisite from Grade 5 to		6 periods
concluding sentence.	Grade 6 and subsequent		
	classes		
Arrange scrambled sentences /	Prerequisite from Grade 5 to		
paragraphs in the correct order	. Grade 6 and subsequent		
	classes		
Use suitable joining words to dev	ise Prerequisite from Grade 5 to		
compound sentences.	Grade 6 and subsequent		
	classes		
Chart similarities and differences	on Prerequisite from Grade 5 to		
a graphic organizer.	Grade 6 and subsequent		
	classes		
Complete an unfinished text.		Core in relation to skills as it	
		develops students' ability to	
		use logical thinking to	
		extend learning	
	Develop confidence in ability to	communicate in writing.	

			Core in relation to skills as it	6 periods	
	Write one's part in collaborative		develops students' ability to	o perious	
	writing activities.		share ideas and contribute		
			to a written piece		
			Core in relation to skills as it		
	Use a checklist to elicit feedback				
	from peers on content and form.		develops students' ability to		
			monitor their own work		
			Core in relation to skills as it		
	Submit writing to the school		develops students' self –		
	magazine.		evaluation to be confident		
	magazine.		to publish to a targeted		
			audience		
	Demonstrate logical thinking strategies.				
	Propose alternative solutions.	Prerequisite from Grade 5 to			
		Grade 6 and subsequent			
		classes			
	State reasons to support an opinion.	Prerequisite from Grade 5 to			
		Grade 6 and subsequent			
-1		classes			
Thinking	Summarize information using charts	Prerequisite from Grade 5 to			
	and frames.	Grade 6 and subsequent			
		classes			
	Prioritize a list of facts, items,		Core in relation to skills as it		
	assignments for the completion of a		develops students' ability to		
	task, etc.		prioritize for finalizing a		
	3331, 2331		task		

Visualize a printed or oral text		Core in relation to skills as it	
through the use of graphic		develops students' ability to	
organizers, illustrations or		analytically view the	
dramatizations.		product	
Deduce rules based on linguistic		Core in relation to skills as it	
analysis.		develops students' ability to	
		reach conclusions by	
		reasoning or inferring from	
		a general principle	
-	ransfer knowledge and skills fron	n one situation to another.	
Retrieve knowledge and skills from	Prerequisite from Grade 5 to		
other content areas.	Grade 6 and subsequent		
	classes		
Access prior knowledge to draw	Prerequisite from Grade 5 to		
relationships.	Grade 6 and subsequent		
	classes		

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

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف السادس الأساسي

Subject Matter: English Language and Literature Grade: Six **Cvcle 2 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 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. Listening Comprehend explicit information in spoken discourse. Generate questions on text. Prerequisite from Grade 6 to 12 periods Grade 7 and subsequent classes Comment on oral descriptions. Prerequisite from Grade 6 to Grade 7 and subsequent classes Retell story in own words. Prerequisite from Grade 6 to Grade 7 and subsequent classes Restate steps in a process. Prerequisite from Grade 6 to Grade 7 and subsequent classes Recognize irrelevant information. Prerequisite from Grade 6 to Grade 7 and subsequent classes

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Follow a set of instructions.	Prerequisite from Grade 6 to		
	Grade 7 and subsequent classes		
	Comprehend and interpre	•	
Plot main ideas and details using		Core in relation to skills as it	12 periods
graphics 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		
speaker's short talk or dialogue.	Grade 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		
webs taking into consideration key	Grade 7 and subsequent classes		
terms and transitionals.			
Compare and contrast different	Prerequisite from Grade 6 to		
descriptions of one item, event or	Grade 7 and subsequent classes		
person.			
Provide alternative solutions to	Prerequisite from Grade 6 to		
problems.	Grade 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	

	Modify dedications following new		Core in relation to skills as it	
	information.		develops students' ability to	
			incorporate new	
			information	
		Comprehend, appreciate, and enjo	y literary spoken discourse.	
			Core in relation to skills as it	4 periods
	Repeat poems with attention to		develops students' ability to	
	rhyme and rhythm.		recite using rhyme to	
	inyme and mytim.		support musicality and	
			rhythm to set a pattern	
	Relate characters to actions and	Prerequisite from Grade 6 to		
	settings.	Grade 7 and subsequent classes		
		Expand linguistic a	nalysis skills.	
	Classify key terms and transitionals.	Prerequisite from Grade 6 to		8 periods
		Grade 7 and subsequent classes		
	Classify vocabulary words according	Prerequisite from Grade 6 to		
	to semantic and lexical families.	Grade 7 and subsequent classes		
	Give definitions of new words.	Prerequisite from Grade 6 to		
	Give definitions of new words.	Grade 7 and subsequent classes		
			Core in relation to skills as it	
	Note down non-function words		develops students' ability to	
	Note down non-ranction words		identify the nature of lexis	
	Relate into national patterns to	Prerequisite from Grade 6 to		
	purpose.	Grade 7 and subsequent classes		
		Comprehend varied written disco	urse (prose and non-prose).	
	Answer various types of	Prerequisite from Grade 6 to		10 periods
	referential/inferential questions in	Grade 7 and subsequent classes		
Reading	complete sentences.			

Discuss main ideas and events in	Prerequisite from Grade 6 to		
informational and narrative	Grade 7 and subsequent classes		
passages.			
Paraphrase the contents of a short	Prerequisite from Grade 6 to		
text using complete sentences.	Grade 7 and subsequent classes		
Identify and explain pronoun	Prerequisite from Grade 6 to		
referents.	Grade 7 and subsequent classes		
		Core in relation to skills as it	
Fill in a cloze passage on varied		develops students' ability to	
narrative texts.		use background experience,	
		knowledge of syntax and	
		vocabulary, and other higher	
		order thinking skills to fill in	
		the blanks	
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 interpre	t written discourse.	
Explain cause and effect	Prerequisite from Grade 6 to		10 periods
relationships in narrative and	Grade 7 and subsequent classes		·
informational texts.			

Distinguish hotwoon personal		Core in relation to skills as it	
Distinguish between personal			
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		
non-fiction.	Grade 7 and subsequent classes		
Discuss elements of fiction and non-	Prerequisite from Grade 6 to		
fiction.	Grade 7 and subsequent classes		
Predict contents of a text by		Core in relation to reading	
accessing knowledge from content		skills as it develops students'	
matter areas and from personal		ability to use information	
experiences.		available, and prior	
		knowledge to anticipate	
		what will happen	
Discuss main ideas and events.		Core in relation to skills as it	
		develops students' ability to	
		talk about what they	
		comprehend	
Justify and confirm inferences		Core in relation to skills as it	
about outcomes.		develops students' ability to	
		comprehend using	
		higher level guiding	
		questions (why,	
		how, what) and clues	
		to connect outcomes	
		with justifications	

Categorize similarities and	Prerequisite from Grade 6 to		
differences between characters,	Grade 7 and subsequent classes		
actions, feelings, etc.	·		
		Core in relation to skills as it	
Order information into various		develops students' ability to	
logical sequences		organize information	
	Comprehend, appreciate and enjo	y literary written discourse.	
Justify feelings about characters,	Prerequisite from Grade 6 to		6 periods
events, etc.	Grade 7 and subsequent classes		·
Infer meaning from specific	Prerequisite from Grade 6 to		
examples, definitions, or from	Grade 7 and subsequent classes		
general context.	·		
Analyze word parts to deduce	Prerequisite from Grade 6 to		
meaning of new words.	Grade 7 and subsequent classes		
Recognize and provide synonyms,	Prerequisite from Grade 6 to		
antonyms, homographs, and	Grade 7 and subsequent classes		
homophones.			
	Expand linguistic ar	nalysis skills.	
Read grade-level text orally with		Core in relation to skills as it	10 periods
accuracy, appropriate rate, and		develops students' ability to	
expression.		read aloud	
Read grade-appropriate sight words		Core in relation to skills as it	
(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 high		Core in relation to skills as it	
	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)	
	Devise personal word play games to		Core in relation to skills as it	
	organize vocabulary.		develops students' ability to	
			be creative	
	Infer meaning from specific		Core in relation to skills as it	
	examples, definitions, or form		develops students' ability to	
	general context.		infer meaning	
Oral		Convey informatio	n and ideas.	
Communication	Discuss topics from different	Prerequisite from Grade 6 to		10 periods
Communication	content matter areas.	Grade 7 and subsequent classes		

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Explain the process of making	Prerequisite from Grade 6 to		
things.	Grade 7 and subsequent classes		
Compare and contrast two similar	Prerequisite from Grade 6 to		
pictures, objects, persons.	Grade 7 and subsequent classes		
Narrate major historical events,	Prerequisite from Grade 6 to		
calamities, disasters which	Grade 7 and subsequent classes		
happened in the country or the			
world at large.			
Suggest plans for projects, games,	Prerequisite from Grade 6 to		
holidays, etc.	Grade 7 and subsequent classes		
		Core in relation to skills as it	
Reteach a part of a lesson to a		develops students' ability to	
peer using illustration and visuals.		demonstrate deep	
		understanding of a text	
		using visuals representations	
		of information	
	Exchange opinions and	interpretations.	
Question the actions of main	Prerequisite from Grade 6 to		8 periods
characters in a story, TV program,	Grade 7 and subsequent classes		
play, etc.			
Examine reasons for actions,	Prerequisite from Grade 6 to		
behaviors, moods, etc.	Grade 7 and subsequent classes		
Propose justifications for usual	Prerequisite from Grade 6 to		
behavior and explanations for	Grade 7 and subsequent classes		
natural phenomena, events or	·		
calamities.			
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Convince others of personal point		Core in relation to skills as it	
of view.		develops students' ability to	
		communicate using	
		reasoning and convincing	
		skills	
Create an alibi for self or another		Core in relation to skills as it	
character.		develops students' ability to	
		communicate using	
		reasoning and convincing	
		skills	
Interpret visuals, graphics, logos,	Prerequisite from Grade 6 to		
ads, etc.	Grade 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, interes	sts and attitudes.	
Describe personal moods, feelings,	Prerequisite from Grade 6 to		8 periods
and reactions to specific current	Grade 7 and subsequent classes		
events.			
Examine strategies for coping with	Prerequisite from Grade 6 to		
personal/social problems.	Grade 7 and subsequent classes		
Discuss aptitudes, requirements,	Prerequisite from Grade 6 to		
and routine needs.	Grade 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	

Demonstrate v	erbal participatory skills in oral pr	esentations, discussions, and s	imulations.
Initiate, maintain and conclude a structured conversation with peers and adults.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		10 periods
Use basic courtesy and formulaic expressions correctly.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Narrate a story, read or heard, observing the sequence of events.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Discuss social and environmental problems (e.g., theft, poverty, pollution, etc.).	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Explain an experiment with visual aids.		Core in relation to skills as it develops students' ability to present visuals including: title, objective, materials, steps followed, results and conclusion	
Give an oral account of a famous Lebanese author, artist, inventor, etc.		Core in relation to skills as it develops students' ability to summarize and present information	
Debate both sides of an issue.		Core in relation to skills as it develops students' ability to developing convincing skills for the two sides	
Explain an experiment with visual aids.		Core in relation to skills as it develops students' ability to understand new information	

		Generate transacti	onal writing.	
	Write letters to peers or adults.	Prerequisite from Grade 6 to		5 periods
		Grade 7 and subsequent classes		
	Write announcements, notes,		Core in relation to skills as it	
	editorials, classified ads,		develops students' ability to	
	brochures		use different formats	
			and use accurate and	
			concise language	
	Complete forms for different		Core in relation to skills as it	
	purposes.		develops students' ability to	
			complete different formats	
Written	Prepare interviews,		Core in relation to skills as it	
Communication	questionnaires and itineraries.		develops students' ability to	
			produce language for a	
			particular purpose	
	Take down telephone		Core in relation to skills as it	
	messages.		develops students' ability to	
			listen for details	
		Produce creativ	e writing.	
	Write about real or imagined events	Prerequisite from Grade 6 to		7 periods
	with descriptive details.	Grade 7 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Rewrite a story from a non-personal		reproduce a narrative from a	
	point of view.		different point of view	

Devise poems, songs, riddles,		Core in relation to skills as it	
jokes, and sketches.		develops students' ability to	
, ,		create a text of a particular	
		genre	
Extend a story with a series of new	Prerequisite from Grade 6 to		
events.	Grade 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		
basis.	Grade 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 academ	ic writing.	
Write a report on various assigned		Core in relation to skills as it	6 periods
topics.		develops students' ability to	
		design the content and	
		present to an audience	
Compose coherent organized	Prerequisite from Grade 6 to		
paragraph(s) in the following	Grade 7 and subsequent classes		
rhetorical modes: narration,			
compare and contrast, description			
and how-to process.			
Summarize narrative texts from	Prerequisite from Grade 6 to		
graphic organizers.	Grade 7 and subsequent classes		

	Review one's and ot	hers' writing.	
Revise the composition by adding	Prerequisite from Grade 6 to		6 periods
or deleting ideas or words.	Grade 7 and subsequent classes		
Proofread and edit a piece of	Prerequisite from Grade 6 to		
writing.	Grade 7 and subsequent classes		
Participate in an interview with		Core in relation to skills as it	
peers to elicit feedback on content		develops students' ability to	
and form.		edit own writing after	
		communicating with others	
Make changes to suit the audience		Core in relation to skills as it	
in mind and the purpose of writing.		develops students' ability to	
		make adaptations	
		considering multiple	
		variables	
	Participate in guide	ed activities.	
Arrange scrambled sentences or	Prerequisite from Grade 6 to		6 periods
paragraphs into logical order.	Grade 7 and subsequent classes		
Combine sentences using suitable	Prerequisite from Grade 6 to		
connectors to create compound	Grade 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		
following model paragraphs.	Grade 7 and subsequent classes		
Provide topic sentences for	Prerequisite from Grade 6 to		
narrative or descriptive paragraphs.	Grade 7 and subsequent classes		

	Reconstruct a paragraph by		Core in relation to skills as it	
	replacing existing words and phrase		develops students' ability to	
	with new ones.		use logical thinking to	
			extend learning	
		Develop confidence in ability to	communicate in writing.	
			Core in relation to skills as it	6 periods
	Read one's writing to peers.		develops students' ability to	
	Read one 3 writing to peers.		communicate with others	
			and read aloud expressively	
			Core in relation to skills as	
	Submit writing to the school		it develops students' self -	
	magazine.		confidence to publish to	
			the public	
			Core in relation to skills as it	
	Contribute ideas for shared		develops students' ability to	
	writing.		contribute to a shared piece	
			of writing	
			Core in relation to skills as it	
	Discuss drafts with team		develops students' ability to	
	members.		revise and edit	
			collaboratively	
		Demonstrate logical thi	inking strategies.	
	Solve a variety of real life situation	Prerequisite from Grade 6 to		
	problems.	Grade 7 and subsequent classes		
Thinking	Rank an idea or opinion according	Prerequisite from Grade 6 to		
	to order of importance.	Grade 7 and subsequent classes		
	Organize information.	Prerequisite from Grade 6 to		
		Grade 7 and subsequent classes		

	Reconstruct information.	Prerequisite from Grade 6 to		
		Grade 7 and subsequent classes		
	Classify words, concepts,	Grade 7 and subsequent classes	Core in relation to skills as it	
	terminology according to their		develops students' ability to	
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	attributes.		systematically group items	
			by kind	
	Evaluate information extracted		Core in relation to skills as it	
	from a text.		develops students' ability to	
			analyze information	
			objectively, compare and	
			make reasoned judgments	
	Apply inductive and deductive	Prerequisite from Grade 6 to	Core in relation to skills as it	
	reasoning to infer language rules.	Grade 7 and subsequent classes	develops students' ability to	
		·	use both approaches: A	
			deductive approach (rule-	
			driven) starts with the	
			presentation of a rule and is	
			followed by examples in	
			which the rule is applied.	
			An inductive approach (rule-	
			discovery) starts with some	
			examples from which a rule	
			is inferred	
		Transfer knowledge and skills from		
	Make verbal associations between		Core in relation to skills as it	
	new information and information		develops students' ability to	
	previously learned.		analyze information	
			objectively, compare and	
			make reasoned judgments	

Relate what one in learning to	Prerequisite from Grade 6 to
personal experiences or prior	Grade 7 and subsequent classes
knowledge.	

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

الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة اللغة الإنكليزية للصف السابع الأساسي

Subject Matter: English Language and Literature **Grade:** Seven **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.26 / m /1997 (Date: 1st - Month: August - Year: 1997) Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ Curriculum 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content 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. Listening Demonstrate understanding of increasingly complex and varied audio input. Prerequisite from Grade 7 to 12 periods Identify main ideas. Grade 8 and subsequent classes Core in relation to skills as it develops students' ability to follow rules Follow directions and instructions. Core in relation to skills as it develops students' ability to release stress and show Dramatize a situation described. talents

		Core in relation to skills as it	
Order sequence and series of		develops students' ability to	
events.		remember and recall ideas	
	Recognize and discriminate aspec	cts of spoken discourse.	
		Core in relation to skills as it	12 periods
Use cloze procedure to focus on a		develops students' ability to	
specific linguistic component.		utilize language components	
	Prerequisite from Grade 7 to		
Identify setting and topic.	Grade 8 and subsequent classes		
Paraphrase events/actions of what	Prerequisite from Grade 7 to		
is heard.	Grade 8 and subsequent classes		
		Core in relation to skills as it	
Use graphic organizers to chart		develops students' ability to	
information heard.		organize their thoughts	
Outline ideas based on clues.	Prerequisite from Grade 7 to		
Outilile ideas based on cides.	Grade 8 and subsequent classes		
	Demonstrate critical understandi	ng of spoken discourse.	
		Core in relation to skills as it	12 periods
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	

	Distinguish facts from opinions. Identify differences between two versions of an incident.	Prerequisite from Grade 7 to Grade 8 and subsequent classes	Core in relation to skills as it develops students' ability to be objective	
	Provide a plausible conclusion. Relate ideas to one's experience.	Prerequisite from Grade 7 to Grade 8 and subsequent classes Prerequisite from Grade 7 to Grade 8 and subsequent classes		
		Comprehend written discourse u	ising text-related clues.	
	Fill in a cloze passage with	Prerequisite from Grade 7 to		12 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/p hrasal verbs			
	Provide an alternative for a specific grammatical structure used in a text.		Core in relation to skills as it develops students' ability to find different ways to transfer messages	
	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.	
Reading	Distinguish fact from opinion.		Core in relation to skills as it develops students' ability to be objective	12 periods

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	
		Core in relation to skills as it
Identify cause-effect chains		develops students' ability to
mentioned.		find connections
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	
		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		12 periods
	and theme.	Grade 8 and subsequent classes		12 periods
	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		
	Read poems or passages aloud	•	Core in relation to skills as it	
	with appropriate intonation,		develops students' ability to	
	rhythm, and phrasing.		read fluently	
	Design a poster/ad for a literary	Prerequisite from Grade 7 to		
	work.	Grade 8 and subsequent classes		
		Seek and/or provide i	nformation.	
	Describe the steps of a simple	Prerequisite from Grade 7 to		12 periods
	process.	Grade 8 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Report a personal incident.		personalize their learning	
			Core in relation to skills as it	
Oral			develops students' ability to	
Communication	Explain scientific facts.		use proper reasoning	
Communication			Core in relation to skills as it	
			develops students' ability to	
	Give directions / instructions.		follow a specific structure	
	Communic	ate and/or justify intellectual / em	otional / moral issues and posit	tions.
		Prerequisite from Grade 7 to		12 periods
	Deny an accusation.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Say why you agree/disagree.	Grade 8 and subsequent classes		

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		Prerequisite from Grade 7 to		
	Propose a solution to a problem.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
		Grade 8 and subsequent classes		
	Describe the way characters from			
	different stories must have felt in			
	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	12 periods
			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	
			develops students' ability to	
			develop creative and critical	
	Propose a process.		thinking	
			Core in relation to skills as it	
			develops students' ability to	
			experience real life	
	Conduct an interview.		situations	
			Core in relation to skills as it	
	Give an oral report on a book,		develops students' ability to	
	movie, etc.		state opinions objectively	

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			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	
	De	velop and enhance writing skills thr	ough semi-guided activities.	
		Prerequisite from Grade 7 to		8 periods
	Punctuate an unedited text.	Grade 8 and subsequent classes		
	Write a suitable title for a given	Prerequisite from Grade 7 to		
	paragraph.	Grade 8 and subsequent classes		
	Select an appropriate topic or	Prerequisite from Grade 7 to		
	concluding sentence.	Grade 8 and subsequent classes		
	Combine sentences with a suitable	Prerequisite from Grade 7 to		
	joining word.	Grade 8 and subsequent classes		
Written	Mark places where connectives	Prerequisite from Grade 7 to		
Communication	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	
	Barrella de la la la companya de la companya de la companya de la companya de la companya de la companya de la		they recombine things	
	Reconstruct scrambled texts.			

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		14 periods
Rewrite the end of a story.	Grade 8 and subsequent classes		
		Core in relation to values as	
Write a journal/diary on a regular		it develops students' self	
basis.		actualization	
Make lists of instructions,		Core in relation to skills as it	
reminders, homework assignments,		develops students' ability to	
and books read.		organize their thoughts	
		Core in relation to skills as it	
Fill out a form to join a school		develops students' ability to	
club.		fill applications	
		Core in relation to skills as it	
		develops students' ability to	
		express themselves in real	
Write short thank-you note.		life situations	
		Core in relation to skills as it	
		develops students' ability to	
		express themselves in real	
Leave a friend a short message.		life situations	
		Core in relation to attitude	
		as it develops students'	
Write a short report on a visit,		ability to reflect their own	
film, book.		views	

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			Core in relation to values as	
			it develops students' ability	
	Narrate major events in a story.		to self-express themselves	
		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.	
			Core in relation to skills as it	14 periods
			develops students' ability to	
	Select and narrow a topic.		make appropriate choices	
	Organize ideas into clusters and	Prerequisite from Grade 7 to		
	lists.	Grade 8 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Take notes from audio-visual		take notes from various	
	input.		modes	
			Core in relation to attitude	
	Identify the purpose of a writing		as it develops students'	
	task.		ability to set a clear purpose	
			Core in relation to attitude	
			as it develops students'	
			ability to vary style and level	
	Identify audience: self, peers,		of formality depending on	
	teacher, other.		the audience	
			Core in relation to skills as it	
			develops students' ability to	
	Write multiple drafts.		edit and proofread	

Llas same etian siene and symphole	Duana avviaita fuana Cuada 7 ta		
Use correction signs and symbols	Prerequisite from Grade 7 to		
to revise drafts.	Grade 8 and subsequent classes		
		Core in relation to skills as it	
Delete		develops students' ability to	
words/phrases/irrelevancies.		be specific	
		Core in relation to skills as it	
Rearrange		develops students' ability to	
words/phrases/sentences.		edit and proofread	
-		Core in relation to skills as it	
Check on writing for misspelled		develops students' ability to	
words.		edit and proofread	
Indicate places where more	Prerequisite from Grade 7 to		
supporting detail (facts, examples)	Grade 8 and subsequent classes		
is required.			
Add descriptive	Prerequisite from Grade 7 to		
adjectives/adverbs to express the	Grade 8 and subsequent classes		
mood or feeling conveyed more	Grade o ana sabsequent classes		
clearly.			
Indicate places where short	Prerequisite from Grade 7 to		
sentences can be joined with a	Grade 8 and subsequent classes		
transition word.	Grade o and subsequent classes		
transition word.			
Share writing through oral		Core in relation to values as	
reading.		it develops students' self	
reaung.		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 this	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		
			Core in relation to skills as it	
			develops students' ability to	
	Paraphrase, summarize and		organize ideas and	
	organize text.		restructure them	
		Prerequisite from Grade 7 to		
Thinking	Define a goal for self or group.	Grade 8 and subsequent classes		
	Identify options for attaining the	Prerequisite from Grade 7 to		
	goal.	Grade 8 and subsequent classes		
	Brainstorm alternatives related to	Prerequisite from Grade 7 to		
	the same concept.	Grade 8 and subsequent classes		
	Identify examples and attributes	Prerequisite from Grade 7 to		
	related to a concept.	Grade 8 and subsequent classes		
	Classify, organize and categorize		Core in relation to skills as it	
	information.		develops students' ability to	
			organize ideas and	
			restructure them	
		Develop critical thin	iking skills.	
	Distinguish between facts and	Prerequisite from Grade 7 to		
	opinions.	Grade 8 and subsequent classes		

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		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	context to another.	
	Make logical inferences based on	Prerequisite from Grade 7 to		
	the text.	Grade 8 and subsequent classes		
	Identify learned strategies to solve	Prerequisite from Grade 7 to		
	new problems.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Classify information.	Grade 8 and subsequent classes		
	-	-	Core in relation to skills as it	
			develops students' ability to	
	Order a sequence of events.		organize their thoughts	
	Order a sequence of events.		organize their thoughts	

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

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

الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة 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 ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ Curriculum 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content 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. Listening Demonstrate understanding of increasingly complex and varied audio input. Distinguish between the main 12 periods Prerequisite from Grade 8 to idea and Grade 9 and subsequent classes supporting details. Prerequisite from Grade 8 to Dramatize a role in a dialogue. Grade 9 and subsequent classes Core in relation to skills as it Predict likely outcomes. develops students' ability to make logical predictions

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			Core in relation to skills as it	
	State correct inference.		develops students' ability to	
			make logical conclusions	
			Core in relation to skills as it	
	Explain unfamiliar lexis.		develops students' ability to	
			find meaning of new words	
			Core in relation to skills as it	
	Summarize main points.		develops students' ability to	
	Summarize main points.		organize ideas and restructure	
			them	
	Order a series of cyclic events.		Core in relation to skills as it	
			develops students' ability to	
			remember and recall ideas	
		Recognize and discriminate as	pects of spoken discourse.	
	Draw a semi-guided outline.	Prerequisite from Grade 8 to		
		Grade 9 and subsequent classes		
	Use graphic organizers to chart		Core in relation to skills as it	12 periods
	information heard.		develops students' ability to	
			organize their thoughts	
	Use cloze procedure to focus on a		Core in relation to skills as it	
	specific discourse component.		develops students' ability to	
	specific discourse component.		utilize language components	
			Core in relation to skills as it	
	Paraphrase events and problems		develops students' ability to	
	presented		organize ideas and restructure	
			them	
		Demonstrate critical understar	nding of spoken discourse.	

		Prerequisite from Grade 8 to		12 periods
	Provide an alternative conclusion.	Grade 9 and subsequent classes		
		Prerequisite from Grade 8 to		
	React to spoken discourse.	Grade 9 and subsequent classes		
		·	Core in relation to skills as it	
	Propose an alternative course of		develops students' ability to	
	action.		solve problems	
			Core in relation to attitude as	
			it develops students' ability to	
			set a clear purpose and to	
			establish an appropriate	
	Identify the speaker's purpose,		attitude with a proper tone of	
	tone and attitude.		voice	
			Core in relation to skills as it	
			develops students' ability to	
	Distinguish facts from opinions.		be objective	
	C	Comprehend written/ printed disc	ourse using text-related clues.	
	Fill in a cloze passage with	Prerequisite from Grade 8 to		12 periods
	appropriate chronological	Grade 9 and subsequent classes		
	connectors/synonyms/phrasal			
	verbs.			
	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		
Reading	and suffixes found in the text.	Grade 9 and subsequent classes		

		Core in relation to skills as it	
Reinforce the use of context clues		develops students' ability to	
which help decode unfamiliar		find meanings from context	
lexis.		clues	
		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		12 periods
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	
Identify cause-effect events.		find connections	
,		Core in relation to skills as it	
Provide an alternative outcome or		develops students' ability to	
conclusion.		make logical predictions	
		Core in relation to skills as it	
Choose an appropriate completion		develops students' ability to	
to the missing part of a text.		make connections	
to the mostly part of a term		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		12 periods
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	

	Create your own verse by using the poem as a model of style.		Core in relation to skills as it develops students' ability to show talents and creative thinking Core in relation to values as it develops students' ability to	
	Design a jacket/flyer/ad for a		self-express themselves and boost their creativity	
	specific literary work.		,	
		Seek and/or provid	e information.	
	Explain the steps of a complex	Prerequisite from Grade 8 to		12 periods
	process.	Grade 9 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Explain cause/effect relationships.		find connections	
			Core in relation to skills as it	
	Compare two methods of doing		develops students' ability to	
Oral	something.		find connections	
Communication			Core in relation to values as it	
	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	motional / moral issues and posi	tions.
	Deny an accusation and explain	Prerequisite from Grade 8 to		12 periods
	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		
			Core in relation to skills as it	
			develops students' ability to	
	Give a short speech.		leave an impact on others	
	State the reasons why you have	Prerequisite from Grade 8 to		
	certain fears or worries.	Grade 9 and subsequent classes		
	Initiate /sustair	and conclude a variety of practic	al /social and professional conve	rsation acts.
	Summarize and conclude a	Prerequisite from Grade 8 to		12 periods
	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 skills as it	
			develops students' ability to	
			communicate in real life	
	Apply turn-taking techniques.		situations	
			Core in relation to attitudes as	
	C' a said assail a faaillaad assail		it develops students' ability to	
	Give and receive feedback on an		criticize and accept criticism	
	oral presentation.		respectfully	
		evelop and enhance writing skills	through semi-guided activities.	
Written	Use appropriate punctuation	Prerequisite from Grade 8 to		10 periods
Communication	marks.	Grade 9 and subsequent classes		
	Write a suitable topic/concluding	Prerequisite from Grade 8 to		
	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 connectives	Prerequisite from Grade 8 to		
where needed.	Grade 9 and subsequent classes		
Unscramble the paragraphs in a	Prerequisite from Grade 8 to		
3-4 paragraph essay.	Grade 9 and subsequent classes		
		Core in relation to skills as it	
Introduce suitable supporting		develops students' ability to	
details.		be persuasive and credible	
		Core in relation to skills as it	
		develops students' ability to	
Generate concluding sentences for		end their paragraphs in a	
incomplete paragraphs.		relevant manner	
		Core in relation to skills as it	
		develops students' ability to	
Write an outline.		organize their thoughts	
write an outline.		Core in relation to skills as it	
		develops students' ability to	
		analyze and synthesize as they	
		recombine things in a logical	
Reconstruct scrambled texts.		manner	
	Produce expressive, transaction		
	, , , , , , , , , , , , , , , , , , ,	Core in relation to values as it	12 periods
Write a journal/diary on a regular		develops students' self	poous
basis.		actualization	
Make lists of instructions,		Core in relation to skills as it	
reminders, homework		develops students'	
assignments, books read.		develops students	

Complete an application form.		professional and transferable	
Write a reminder about a		abilities	
party/homework/assignment.		domeics	
Write a notice for a bulletin			
board.			
Board.		Core in relation to skills as it	
Write a report on a visit, film,		develops students' ability to	
book, etc.		state opinions objectively	
book, etc.		· · · · · · · · · · · · · · · · · · ·	
		Core in relation to skills as it	
7777		develops students' ability to	
Fill out a chart.		organize their thoughts	
		Core in relation to skills as it	
		develops students' ability to	
Describe the most interesting		be selective and to justify	
character in a story.		their choices	
		Core in relation to skills as it	
Narrate two major events in 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	riting skills.	
Apply a timeline to organize	Prerequisite from Grade 8 to		14 periods
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
		Core in relation to values as it
Share writing through oral		develops students' self
reading.		confidence

		Core in relation to values as it	
		develops students' self	
		confidence and self	
	Post writing on bulletin board.	actualization	
	Design a poster for your writing.	Core in relation to values as it	
		develops students' ability to	
		self express themselves and	
		boost their creativity	
	Add descriptive	Core in relation to skills as it	
	adjectives/adverbs to express the	develops students' ability to	
	mood or feeling conveyed more	make their writings more lively	
	clearly.		
	Supply suggestions for an	Core in relation to skills as it	
	improved beginning/end.	develops students' ability to	
		organize their thoughts and	
		follow a logical sequence	
	Submit writing to the school	Core in relation to values as it	
	magazine.	develops students' self	
	D 1 41	confidence	
	_	king strategies in problem-solving, decision-making and concept	tualizing.
	Explain the problem presented in	Core in relation to skills as it	
Thinking	a text.	develops students' ability to	
		think about the origin of the	
		problem to make appropriate	
		decisions	

Provide an appropriate solution		Core in relation to skills as it	
for a given problem.		develops students' ability to	
		solve problems in a logical	
		manner	
Assess the plan against a set of		Core in relation to skills as it	
established criteria.		develops students' ability to	
		make appropriate decisions	
Rank options on a scale.		Core in relation to skills as it	
		develops students' ability to	
		organize their thoughts and	
		set priorities	
	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		
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.

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف التاسع الأساسي

Subject Matter: English Language and Literature Grade: Nine Cycle 3 of Basic Education

References:

References:					
Decree No. 1022	7 of 8/5/1997				
Details of the cur	riculum content of English Language a	and Literature			
Details of the	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ				
Curriculum	· · · · · · · · · · · · · · · · · · ·	<u> </u>		2016/9/3 للحلقة الثالثة من التعليم الأ	
Content			مناسي ومرحه التعليم التلوي	2010/۶/3 سند العد	
		Criterion for cla	ssifying each as core	Allocated Periods	
			Core in terms of knowledge,	Language skills are taught	
			skills, attitudes, and / or values	in an integrated way which	
				engages students in various	
Skill	Core Objectives and Performance	Prerequisites with		activities. This is why the	
JKIII	Tasks	Identification		time will be divided equally	
		identification	among the four main skills		
				whereas thinking and	
				grammar will be embedded	
				into the context.	
Listening	Demons	Demonstrate understanding of increasingly complex and varied audio input.			
		Prerequisite from Grade 9 to		12 periods	
	Paraphrase the main idea	First Secondary and			
		subsequent classes			
	Make inferences based on prior	Prerequisite from Grade 9 to			
	knowledge.	First Secondary and			
	Kilowieuge.	subsequent classes			
	Dramatize a whole situation/event	Prerequisite from Grade 9 to			
	described.	First Secondary and			
I	described.	subsequent classes			

		Complianda de altillo es 11	
		Core in relation to skills as it	
Explain idiomatic connotations.		develops students' ability to go	
		beyond the phrase's literal	
		meaning	
		1. Core in relation to skills as it	
Design a plan to solve a problem.		develops students' ability to set	
		logical plans	
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 a	spects of spoken discourse.	
	Prerequisite from Grade 9 to		12 periods
	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		
2.3 3.350.033		Core in relation to skills as it	
Provide definitions/gynenyme to		develops students' ability to	
Provide definitions/synonyms to		enrich their lexical repertoire	
vocabulary words heard.		ennon their lexical repertoffe	

		6	
		Core in relation to skills as it	
		develops students' ability to	
		organize ideas and restructure	
Summarize main points in a text.		them	
		Core in relation to skills as it	
Use graphic organizers to chart		develops students' ability to	
information heard.		organize their thoughts	
		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 and	
Paraphrase events and points of		to organize ideas and restructure	
view presented.		them	
	Demonstrate critical understa	anding of spoken discourse.	
	Prerequisite from Grade 9 to		12 periods
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	
		develops students' ability to make	
Provide a plausible explanation.		their viewpoints valid	

			Core in relation to skills as it	
	Propose an alternative to a		develops students' ability to solve	
	viewpoint/solution.		problems	
	viewpoint/solution.		Core in relation to attitude as it	
			develops students' ability to set a	
			clear purpose and to establish an	
	Explain speaker's purpose, tone		appropriate attitude with a	
	and attitude.		proper tone of voice	
			Core in relation to skills as it	
			develops students' ability to be	
	Distinguish facts from opinions.		objective	
	Co	omprehend written/ printed dis	scourse using text-related clue.	
	Fill in a cloze passage with	Prerequisite from Grade 9 to		12 periods
	appropriate transitional and	First Secondary and		
	idiomatic expressions.	subsequent classes		
	Review the use of	Prerequisite from Grade 9 to		
	synonyms/antonyms/definitions/p	First Secondary and		
	hrasal verbs/idiomatic expressions	subsequent classes		
	for underlined vocabulary words			
	in the passage.			
		Prerequisite from Grade 9 to		
	Select the appropriate collocate or	First Secondary and		
	given word.	subsequent classes		
	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.	·		
Reading		Demonstrate critical un	derstanding of a text.	

	Prerequisite from Grade 9 to		12 periods
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	
Make appropriate inferences about		develops students' ability to read	
characters, themes and events.		between the lines	
Distinguish between stated and		Core in relation to skills as it	
implied information in a text.		develops students' ability to think	
		beyond the text	
		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	
Identify context of an extract.		understand and draw conclusions	

			Core in relation to skills as it	
			develops students' ability to	
	Interpret graphs, charts, tables,		analyze and transform data into	
	etc.		discourse	
			Core in relation to attitude as it	
			develops students' ability to	
			establish an appropriate attitude	
	Analyze attitude in the text.		_	
		Develop basic comprehension	n of appropriate literature.	
		Prerequisite from Grade 9 to		12 periods
	Analyze main characters, setting,	First Secondary and		
	theme, and plot.	subsequent classes		
	Discuss how the following	Prerequisite from Grade 9 to		
	elements developed: theme,	First Secondary and		
	character, plot, setting.	subsequent classes		
		Prerequisite from Grade 9 to		
	Rate author's use of figures of	First Secondary and		
	speech.	subsequent classes		
	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.	
Oral		Prerequisite from Grade 9 to		10 periods
Communication	Explain why certain cause/effect	First Secondary and		
	relationships in science occur.	subsequent classes		

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			Core in relation to skills as it	
			develops students' ability to set	
	Propose and justify plans.		plans and justify choices	
		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 position	ons.
		Prerequisite from Grade 9 to		12 periods
	Deny an accusation and defend a	First Secondary and		·
	position.	subsequent classes		
	p. c. c. c.	Prerequisite from Grade 9 to		
	Evaluate two possible solutions to	First Secondary and		
	a problem /issue.	subsequent classes		
	a problem / issue.	Prerequisite from Grade 9 to		
	Eveross your attitude towards a	First Secondary and		
	Express your attitude towards a	•		
	problem /issue.	subsequent classes		
		Prerequisite from Grade 9 to		
	Give oral presentations on	First Secondary and		
	assigned topics.	subsequent classes		
			Core in relation to skills as it	
			develops students' ability to make	
	Compare two issues.		connections	
	Describe the way a person must		Core in relation to values as it	
	have felt when own friends		develops students' ability to show	
	abandoned him/her.		sympathy	
		and conclude a variety of practi	cal /social and professional conversa	tion acts.
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		Prerequisite from Grade 9 to		14 periods
	Summarize the highlights of a	First Secondary and		
	debate and conclude it.	subsequent classes		
			Core in relation to skills as it	
			develops students' ability to make	
	Use transitionals to move logically		their ideas easier to follow	
	from one point to another.			
			Core in relation to skills as it	
	Debate the advisability of a certain		develops students' transferable	
	profession.		and professional abilities	
			Core in relation to attitude as it	
	Give an oral report on a		develops students' ability to	
	breakthrough in medicine,		reflect on advances in different	
	science, technology, etc.		domains	
			Core in relation to attitudes as it	
			develops students' ability to	
	Discuss and take a stand on issues		criticize and accept criticism	
	from subject areas.		respectfully	
			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	velop and enhance writing skills	through semi-guided activities.	
Written	State why topic/concluding	Prerequisite from Grade 9 to		10 periods
Communication	sentences are irrelevant, banal, or	First Secondary and		
	repetitious.	subsequent classes		

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	Prerequisite from Grade 9 to		
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 logical	
Reconstruct a scrambled text.		manner	
	Produce expressive, transacti	onal, and creative writing.	
	Prerequisite from Grade 9 to		12 periods
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		

	Duono surioito fueno Cuesto Oto		
White a response to a much loss	Prerequisite from Grade 9 to		
Write a response to a problem	First Secondary and		
published in a magazine.	subsequent classes		
Write a journal/diary on a regular		Core in relation to values as it	
basis.		develops students' self	
		actualization	
Write a short biography of a		Core in relation to values as it	
character in a story or a film.		develops students' ability to give	
		an objective account of	
		someone's life	
Write a recommendation about a		Core in relation to values as it	
book you have read or film you		develops students' ability to help	
have seen.		readers make an informed	
		decision	
		Core in relation to skills as it	
Write short reports on a visit, film,		develops students' ability to state	
book, etc.		opinions objectively	
		Core in relation to attitude as it	
Provide captions for cartoon		develops students' ability to	
strips/pictures.		reflect on different forms of art	
Write research papers.		Core in relation to skills as it	
		develops students' professional	
		and transferable abilities	
	Apply process v	writing skills.	
	Prerequisite from Grade 9 to		14 periods
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	
ciusters.	subsequent classes	Consideration to ability as it
		Core in relation to skills as it
		develops students' ability to make
Select relevant material from a		judgements about sources of
resource.		information and provide evidence
		Core in relation to skills as it
		develops students' ability to use
Correct non-parallel structures.		the correct pattern of words
Add/substitute more convincing		Core in relation to skills as it
details and arguments.		develops students' ability to
		establish reasoned opinions
Restate/reduce a sentence to clarify		Core in relation to skills as it
meaning.		develops students' ability to
		resolve any areas of confusion or
		misunderstanding
		Core in relation to skills as it
		develops students' ability to make
Select and narrow a topic.		appropriate choices
		Core in relation to skills as it
Take notes from audio-visual		develops students' ability to take
input.		notes from various modes
		Core in relation to skills as it
		develops students' ability to take
Interview a source and take notes.		notes

	Core in relation to attitude as it
Identify the purpose of a writing	develops students' ability to set a
task.	clear purpose
	Core in relation to attitude as it
	develops students' ability to vary
Identify audience: self, peers,	style and level of formality
teacher, other.	depending on the audience
	Core in relation to skills as it
	develops students' ability to edit
Write multiple drafts.	and proofread
Delete	Core in relation to skills as it
words/phrases/irrelevances.	develops students' ability to make
Add words/phrases/sentences.	appropriate choices
Add descriptive	Core in relation to attitude as it
adjectives/adverbs to express the	develops students' ability to
mood or feeling conveyed more	describe and convey feelings
clearly.	
	Core in relation to skills as it
	develops students' ability to be
Add supporting details.	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
			develops students' self
	Share writing through oral reading		confidence
			Core in relation to values as it
			develops students' self confidence
	Post writing on bulletin board.		and self actualization
			Core in relation to values as it
			develops students' ability to self
			express themselves and boost
	Design a poster for own writing.		their creativity
	Submit writing to the school		Core in relation to values as it
	magazine.		develops students' self confidence
	Develop t	hinking strategies in problem-solv	ing, 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	
Thinking	course of action.	subsequent classes	
		Prerequisite from Grade 9 to	
		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 deal	
text.		with problems	
		Core in relation to skills as it	
Devise an appropriate		develops students' ability to solve	
solution/plan for a given problem.		problems	
Determine example and attributes		Core in relation to skills as it	
related to a concept.		develops students' ability to	
		associate metadata	
Paraphrase, summarize and		Core in relation to skills as it	
organize a text.		develops students' ability to	
Classify, organize and categorize		organize ideas and restructure	
information.		them	
	Develop critical t	thinking skills.	
	Prerequisite from Grade 9 to		
Examine flow of ideas/logic of	First Secondary and		
argument.	subsequent classes		
	Personal criteria. Formulate complex clarification questions. Develop and apply learned mnemonic strategies to solve learning problems. Discuss a problem presented in a text. Devise an appropriate solution/plan for a given problem. Determine example and attributes related to a concept. Paraphrase, summarize and organize a text. Classify, organize and categorize information. Examine flow of ideas/logic of	Judge the plan against a set of personal criteria. Formulate complex clarification questions. Develop and apply learned mnemonic strategies to solve learning problems. Discuss a problem presented in a text. Devise an appropriate solution/plan for a given problem. Determine example and attributes related to a concept. Paraphrase, summarize and organize a text. Classify, organize and categorize information. Develop critical to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes	Judge the plan against a set of personal criteria. Formulate complex clarification questions. Develop and apply learned mnemonic strategies to solve learning problems. Discuss a problem presented in a text. Devise an appropriate solution/plan for a given problem. Determine example and attributes related to a concept. Peraphrase, summarize and organize a text. Classify, organize and categorize information. Develop critical thinking skills. Prerequisite from Grade 9 to First Secondary and subsequent classes Core in relation to skills as it develops students' ability to deal with problems Core in relation to skills as it develops students' ability to solve groblems Core in relation to skills as it develops students' ability to associate metadata Core in relation to skills as it develops students' ability to organize ideas and restructure them Prerequisite from Grade 9 to First Secondary and

	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		
	First Secondary and		
Verify given conclusion.	subsequent classes		
	Prerequisite from Grade 9 to		
Evaluate other conclusions against	First Secondary and		
a set of criteria.	subsequent classes		
	Prerequisite from Grade 9 to		
Reflect on patterns of deductive,	First Secondary and		
inductive and logical reasoning.	subsequent classes		
		Core in relation to attitudes as it	
		develops students' ability to	
		criticize and accept criticism	
Give and receive feedback.		respectfully	
	Transfer information from	one context to another.	
	Prerequisite from Grade 9 to		
Relate knowledge from one	First Secondary and		
subject-matter area to another.	subsequent classes		
	Distinguish between relevant and irrelevant information. Recognize logical fallacies/inconsistencies in an argument. Verify given conclusion. Evaluate other conclusions against a set of criteria. Reflect on patterns of deductive, inductive and logical reasoning. Give and receive feedback. Relate knowledge from one	Generate questions of advanced complexity. Distinguish between relevant and irrelevant information. Recognize logical fallacies/inconsistencies in an argument. Verify given conclusion. Evaluate other conclusions against a set of criteria. Reflect on patterns of deductive, inductive and logical reasoning. Give and receive feedback. First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes	Generate questions of advanced complexity. Distinguish between relevant and irrelevant information. Recognize logical fallacies/inconsistencies in an argument. Verify given conclusion. Evaluate other conclusions against a set of criteria. Reflect on patterns of deductive, inductive and logical reasoning. Reflect and receive feedback. Relate knowledge from one Pirst Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes Prerequisite from Grade 9 to First Secondary and subsequent classes

		Prerequisite from Grade 9 to		
Analyze data in	troduced in charts,	First Secondary and		
graphs,	maps, etc.	subsequent classes		
Relate logical ir	ferences based on	Prerequisite from Grade 9 to		
the text to	o background	First Secondary and		
kno	wledge.	subsequent classes		
		Prerequisite from Grade 9 to		
Select and use	learned strategies	First Secondary and		
to solve n	ew problems.	subsequent classes		
		Prerequisite from Grade 9 to		
Reconstruct ele	ements of text into	First Secondary and		
new	whole.	subsequent classes		
Synthesize idea	as from sources to	Prerequisite from Grade 9 to		
produce argu	ments and mini-	First Secondary and		
researc	h projects.	subsequent classes		
			Core in relation to skills as it	
Evaluate infor	mation extracted		develops students' ability to give	
from	the text.		objective judgements	

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

الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة 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 ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ Curriculum 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content 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** Skill **Prerequisites with** activities. This is why the time **Tasks** Identification will be 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 10 periods Identify tone, mood, intonation Secondary to 2nd Secondary and register. and subsequent classes Listening Prerequisite from 1st Identify and discuss a speaker's Secondary to 2nd Secondary motive and point of view. and subsequent classes Demonstrate awareness of the linguistic and organizational features of a text.

	Identify special syntactic		Core in relation to skills as it	10 periods
	structures.		develops students' ability to	
			understand different	
			sentence structures	
	Identify transitionals and evaluin		Core in relation to skills as it	
	Identify transitionals and explain their functions.		develops students' ability to	
	their functions.		make connections	
			Core in relation to skills as it	
	Identify key terms used.		develops students' ability to	
			focus on relevant terminology	
		Demonstrate understandir	ng of spoken discourse.	
			Core in relation to skills as it	10 periods
	Identify main idea.		develops 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 a	nd organizational features of te	xt.
		Prerequisite from 1st		12 periods
	Interpret figurative language and	Secondary to 2 nd Secondary		
Reading	idiomatic expressions.	and subsequent classes		
		Prerequisite from 1st		
	Identify devices of coherence and	Secondary to 2 nd Secondary		
	cohesion.	and subsequent classes		

		Core in relation to skills as it	
		develops students' ability to	
		notice the cohesiveness of	
Identify elements of unity.		the composition	
		Core in relation to skills as it	
		develops students' ability	
Analyze grammatical components		to identify key technicalities	
in textual discourse.		of language used in discourse	
Identify appropriate lexical items	Prerequisite from 1 st		
to suit tone, style, mood, purpose,	Secondary to 2 nd Secondary		
and theme.	and subsequent classes		
Den	nonstrate factual understanding	of a variety of textual discourse.	
	Prerequisite from 1st		
	Secondary to 2 nd Secondary		6 periods
Identify main ideas.	and subsequent classes		
	Prerequisite from 1st		
	Secondary to 2 nd Secondary		
Identify supporting details.	and subsequent classes		
	Prerequisite from 1 st		
Answer literal and relational	Secondary to 2nd Secondary		
comprehensive questions.	and subsequent classes		
Den	nonstrate critical understanding	of a variety of textual discourse.	
	Prerequisite from 1st		
	Secondary to 2 nd Secondary		8 periods
Identify tone and mood.	and subsequent classes		
	Prerequisite from 1st		
Infer implied meanings and	Secondary to 2 nd Secondary		
assumptions.	and subsequent classes		

D 1 1 1'		6	
Deduce and predict outcomes.			
		·	
React to the author's point of view.		Core in relation to attitude as	
		it develops students' ability	
		to reflect on others' opinions	
Recognize biased writing and		Core in relation to attitude as	
propaganda.		it develops students' ability	
		to think critically and make	
		objective decisions	
	Demonstrate ability to us	se reading strategies.	
		Core in relation to skills as it	4 periods
		develops students' ability to	
		set the scene of a certain	
Pre-read to establish background.		context	
		Core in relation to skills as it	
		develops students' ability	
Preview to establish general		to recall prior knowledge and	
theme.		set a purpose for reading	
	Prerequisite from 1st		
	Secondary to 2 nd Secondary		
Skim to outline main points.	and subsequent classes		
		Core in relation to skills as it	
		develops students' ability to	
		store basic information for	
		future use	
Reread to retain details.			
	Pre-read to establish background. Preview to establish general theme. Skim to outline main points.	React to the author's point of view. Recognize biased writing and propaganda. Demonstrate ability to use the preview to establish background. Preview to establish general theme. Prerequisite from 1st Secondary to 2nd Secondary and subsequent classes	develops students' ability to prevent cognitive biases React to the author's point of view. Recognize biased writing and propaganda. Recognize biased writing and propaganda. Demonstrate ability to use reading strategies. Demonstrate ability to use reading strategies. Core in relation to attitude as it develops students' ability to think critically and make objective decisions Demonstrate ability to use reading strategies. Core in relation to skills as it develops students' ability to set the scene of a certain context Core in relation to skills as it develops students' ability to recall prior knowledge and set a purpose for reading Prerequisite from 1st Secondary to 2nd Secondary and subsequent classes Core in relation to skills as it develops students' ability to recall prior knowledge and set a purpose for reading Core in relation to skills as it develops students' ability to set and subsequent classes Core in relation to skills as it develops students' ability to store basic information for future use

		Produce oral presentations of	on a variety of situations.		
			Core in relation to skills as it	10 periods	
			develops students' ability to		
	Improvise orally and		develop mental flexibility and		
	spontaneously in given situations.		generate thoughts		
		Prerequisite from 1st			
		Secondary to 2 nd Secondary			
	Discuss critically others' opinions.	and subsequent classes			
		Prerequisite from 1st			
	Initiate and develop conversations	Secondary to 2 nd Secondary			
	with ease and confidence.	and subsequent classes			
	Maintain interest of audience by	Prerequisite from 1st			
Oral	using different types of spoken	Secondary to 2 nd Secondary			
Communication	communication (such as	and subsequent classes			
Communication	anecdotes, commentaries, and				
	reports).				
	Use different speech strategies for specific situations.				
		Prerequisite from 1st		7 periods	
	Use a variety of tones and	Secondary to 2 nd Secondary			
	patterns of intonation.	and subsequent classes			
		Prerequisite from 1st			
	Vary speech to suit context,	Secondary to 2 nd Secondary			
	audience and purpose.	and subsequent classes			
		Participate actively in the dev	elopment of an argument.		
		Prerequisite from 1st		9 periods	
		Secondary to 2 nd Secondary			
	Argue for/against an issue.	and subsequent classes			

		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
	Persuade cogently and clearly.	and subsequent classes		
		Prerequisite from 1st		
		Secondary to 2 nd Secondary		
	Participate in group discussions.	and subsequent classes		
		Demonstrate awareness of r	ules of spoken discourse.	
	Speak clearly and coherently.		Core in relation to skills as it	4 periods
			develops students' ability to	
			form well-connected	
			statements all related to a	
			shared topic	
	Produce a wide v	variety of essay forms showing fu	irther competence in using disco	ourse modes.
	Develop by definition,	Prerequisite from 1 st		10 periods
	classification, illustration, cause	Secondary to 2 nd Secondary		
	and effect, and comparison and	and subsequent classes		
	contrast.			
			Core in relation to skills as it	
			develops students' ability to	
Written			use details and draw accurate	
Communication	Describe situations and processes.		images	
	-	Prerequisite from 1st		
		Secondary to 2 nd Secondary		
	Argue for/against an issue.	and subsequent classes		
		Prerequisite from 1st		
	Narrate incidents and experiences	Secondary to 2 nd Secondary		
	from different points of view.	and subsequent classes		
		Produce specific v	vritten forms.	

Write pieces for specific purposes		Core in relation to skills as it	
(such as diary entries,		develops students' ability to	
announcements, advertisements,		tailor their writings based on	
business letters, etc.).		the purpose	
Write adaptations in the form of		Core in relation to skills as it	
summaries, paraphrases, abstracts,		develops students' ability to	
reviews, etc.		organize ideas and	
		restructure them	
Demonstrate ability to pr	oduce the appropriate linguistic,	stylistic, and organizational cor	nponents of an essay.
Utilize grammatical and lexical	Prerequisite from 1 st		10 periods
components pertinent to specific	Secondary to 2 nd Secondary		
subject areas.	and subsequent classes		
Use appropriate lexical items to	Prerequisite from 1st		
suit tone, style, mood, purpose,	Secondary to 2 nd Secondary		
and theme.	and subsequent classes		
	Prerequisite from 1st		
	Secondary to 2 nd Secondary		
Maintain thematic unity.	and subsequent classes		
Establish and maintain coherence	Prerequisite from 1 st		
using sequencing (temporal,	Secondary to 2 nd Secondary		
spatial, and logical), transitionals,	and subsequent classes		
and repetition of key terms.			
	Develop appropriate co	mposing strategies.	
	Prerequisite from 1 st		10 periods
Select a topic or respond to a	Secondary to 2 nd Secondary		
prompt.	and subsequent classes		

		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
	Write a first draft.	and subsequent classes		
		Prerequisite from 1 st		
	Revise individually or in	Secondary to 2 nd Secondary		
	pairs/groups.	and subsequent classes		
		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
	Produce other drafts as needed.	and subsequent classes		
		Evaluate information given thro	ough a variety of materials.	
		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
	Criticize evidence objectively.	and subsequent classes		
		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
	Draw logical conclusions.	and subsequent classes		
		Prerequisite from 1 st		
		Secondary to 2 nd Secondary		
Thinking	Predict plausible outcomes.	and subsequent classes		
		Assess logical re	elationships.	
	Recognize logical fallacies.		Core in relation to skills as it	
			develops students' ability to	
			identify false arguments and	
			prove them wrong with	
			reasoning	
	Identify analogy and causality.		Core in relation to skills as it	
			develops students' ability to	
			make logical connections	

De	monstrate awareness of the inte	er-relatedness of fields of study.
	Prerequisite from 1st	
Transfer knowledge from one	Secondary to 2 nd Secondary	
context to another.	and subsequent classes	
Relate textual references to		Core in relation to skills as it
experience and previous		develops students' ability to
knowledge.		make connections of prior
		knowledge and apply it into
		the new material

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

الأهداف التَّعليميَّة المطلوبة 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 ملاحظة: يأخذ هذا المُستد بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ Curriculum 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for Classifying it as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an skills, attitudes, and/or integrated way which engages **Core Objectives and Performance** students in various activities. This values Skill Prerequisites with Tasks is why the time will be divided Identification equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate awareness of different modes of spoken discourse. Prerequisite from 2nd 12 periods secondary humanities to Classify mode (persuasive, process, 3rd secondary Literature exposition). and Humanities/Sociology Listening and Economics Specify the method of Core in relation to skills as it development (cause /effect, develops students' ability to comparison /contrast, definition, make connections etc.).

Distinguish between different modes of presentations (lectures, discussions, graphics).		Core in relation to skills as it develops students' ability to support their ideas through different modes	
	Show understanding of the	content of spoken discourse.	
	Prerequisite from 2nd		12 periods
	secondary humanities to		
Identify main ideas.	3rd secondary Literature		
	and Humanities/ Sociology		
	and Economics		
		Core in relation to skills as it	
Distinguish between facts and		develops students' ability to	
opinion.		be objective	
		Core in relation to skills as it	
Relate supporting ideas to the main		develops students' ability to	
idea.		focus on main points	
		Core in relation to skills as it	
		develops students' ability to	
		make connections of prior	
Relate to prior knowledge or		knowledge and apply it into	
acquired information.		the new material	
		Core in relation to skills as it	
		develops students' ability to	
Predict plausible conclusions.		make logical conclusions	
	Explain the linguistic feat	tures of spoken discourse.	
List items that show emotive value.		Core in relation to values as it	2 periods
		develops students' ability to	
		adopt positive feelings	

		Figure out the organization of spoken discourse.				
	Outline sequencing of ideas.		Core in relation to skills as it	10 periods		
			develops students' ability to			
			organize and better visualize			
			their ideas			
	List main ideas and supporting		Core in relation to skills as it			
	details.		develops students' ability to			
			understand the point(s) the			
			writer is attempting to express			
		Prerequisite from 2nd				
		secondary humanities to				
		3rd secondary Literature				
	Identify key terms and transitional	and Humanities/ Sociology				
	words, phrases, or sentences.	and Economics				
	Demo	onstrate awareness of specia	l linguistic features of literary te	xts.		
		Prerequisite from 2nd		10 periods		
		secondary humanities to				
		3rd secondary Literature				
		and Humanities/ Sociology				
Reading	Identify figurative language.	and Economics				
			Core in relation to skills as it			
			develops students' ability to			
	Point out technical terms and		understand the relationship			
	expressions related to different		between concepts and their			
	subject matter areas.		designations			

		Core in relation to skills as it	
		develops students' ability to	
		create a special effect in their	
Identify and explain special literary		writing and to convey	
terms.		information on a deeper level	
	Demonstrate understan	ding of a variety of texts.	
	Prerequisite from 2nd		12 periods
	secondary humanities to		
	3rd secondary Literature		
Identify elements of cohesion and	and Humanities/ Sociology		
coherence.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Identify author's attitude, bias, and	and Humanities/ Sociology		
intention.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
	and Humanities/ Sociology		
Infer hidden messages.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Discuss theme, plot, characters,	and Humanities/ Sociology		
and setting in a literary text.	and Economics		

		Core in relation to skills as it	1
		develops students' ability to	
		understand expressions,	
		•	
F 1		words, or phrase that have a	
Explain idiomatic expressions.		figurative meaning	
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Identify contextual clues that	and Humanities/ Sociology		
explain meaning.	and Economics		
	Improve reading rate	for specific purposes.	
		Core in relation to skills as it	6 periods
Enhance skimming and scanning		develops students' reading	
skills.		techniques	
		Core in relation to skills as it	
		develops students' ability to	
Focus on author's plan.		define outcomes	
		Core in relation to skills as it	
Locate contextual clues, cohesive		develops students' ability to	
devices and transitional links.		make connections	
D	emonstrate awareness of rhe	torical devices used in the text.	
		Core in relation to skills as it	8 periods
		develops students' ability to	
Identify key terms.		focus on relevant terminology	
		Core in relation to skills as it	
		develops students' ability to	
Identify coherence devices.		make connections	

	Identify variations in style.	Prerequisite from 2nd secondary humanities to	Core in relation to skills as it develops students' ability to notice similar structures that are stylistically and semantically different	
	Identify mode of development of	3rd secondary Literature		
	main idea (facts, figures, charts, etc.).	and Humanities/ Sociology and Economics		
			of oral presentations.	
		Prerequisite from 2nd		14 periods
		secondary humanities to		
		3rd secondary Literature		
	Make a presentation on a	and Humanities/ Sociology		
	researched project.	and Economics		
Oral			Core in relation to skills as it	
Communication			develops students' ability to	
			develop mental flexibility and	
	Improvise on a specific topic.		generate thoughts	
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
		and Humanities/ Sociology		
	Participate in and lead debates.	and Economics		

Vary language use to meet audience expectations.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature	Core in relation to skills as it develops students' ability to adapt a speech according to various interests, level of understanding, attitudes, and heliefs	
Defend opinion cogently and	and Humanities/ Sociology		
effectively.	and Economics		
	Use appropriate style	in any given situation.	
Employ diction appropriate to topic		Core in relation to skills as it	6 periods
and situation.		develops students' ability to	
		choose words that help them	
		communicate subtext and	
		layered meanings	
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Adopt appropriate tone,	and Humanities/ Sociology		
intonation, and body language.	and Economics		
	Respond constructive	ly to peer presentation.	
Classify and explain gaps.		Core in relation to skills as it	6 periods
		develops students' ability to	
		objectively criticize and asses	
		each other's presentations	

	Suggest alternatives.		Core in relation to skills as it			
	Suggest atternatives.					
			develops students' ability to			
			improve outcomes			
		Discuss critically others' opinions.				
		Prerequisite from 2nd		10 periods		
		secondary humanities to				
	Identify the elements that	3rd secondary Literature				
	contribute to the flow of an	and Humanities/ Sociology				
	argument.	and Economics				
		Prerequisite from 2nd				
		secondary humanities to				
		3rd secondary Literature				
	Point out strengths and	and Humanities/ Sociology				
	weaknesses of arguments.	and Economics				
		Prerequisite from 2nd				
		secondary humanities to				
	Comment on the language used by	3rd secondary Literature				
		and Humanities/ Sociology				
	the speaker (accent, choice of	and Economics				
	words, intonation, etc.).	B				
			nd of academic writing.			
	Develop a full-length essay on	Prerequisite from 2nd		8 periods		
Written	different subject matter areas,	secondary humanities to				
Communication	using a variety of discourse modes	3rd secondary Literature				
	(description, narration,	and Humanities/ Sociology				
	argumentation, etc.).	and Economics				

Write reports on personal		Core in relation to attitude as	
experiences, field trips, workshops,		it develops students' ability to	
etc.		provide information based on	
		personal experiences	
	Demonstrate ability to	use language effectively.	
	Prerequisite from 2nd		8 periods
Employ suitable grammatical	secondary humanities to		
constructions and diction	3rd secondary Literature		
appropriate for audience, purpose	and Humanities/ Sociology		
and topic.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Maintain coherence and cohesion	and Humanities/ Sociology		
in extended essays.	and Economics		
Vary style according to audience		Core in relation to skills as it	
and purpose.		develops students' ability to	
		adapt their writing according	
		to various interests, level of	
		understanding, attitudes, and	
	_	heliefs	
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Adopt proper organizational	and Humanities/ Sociology		
strategies.	and Economics		
	Demonstrate command	of personal writing skills.	

Compile portfolio, curriculum		Core in relation to skills as it	2 periods
vitae, resume, etc.		develops students' ability to	
		write an overview of	
		qualifications and experience	
		and to provide evidence	
	Demonstrate comma	and of social writing.	
Write letters and notes, and		Core in relation to skills as it	2 periods
responses to letters and notes on		develops students' ability to	
specific occasions (weddings,		compose different forms of	
birthdays, condolences).		written text	
	Demonstrate comma	and of public writing.	
Write letters of inquiries,		Core in relation to skills as it	
complaints, requests and petitions.		develops students' ability to	8 periods
		compose different forms of	
		written text	
Fill out forms and applications.		Core in relation to skills as it	
		develops students' ability to	
		provide the required	
		information in a logical,	
		meaningful way	
Design advertisements, posters,		Core in relation to skills as it	
brochures, pamphlets, etc.		develops students' ability to	
		compose different forms of	
		written text	
	Demonstrate command of	aspects of creative writing.	
Compose different literary genres		Core in relation to skills as it	2 periods
(poems, songs, rhymes, stories,		develops students' ability to	·
dramas).		compose different forms of	
		written text	

	Use advanced writing techniques.			
		Prerequisite from 2nd		6 periods
		secondary humanities to		
		3rd secondary Literature		
	Apply pre-writing, drafting and	and Humanities/ Sociology		
	revising techniques.	and Economics		
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
	Participate in peer and group	and Humanities/ Sociology		
	writing and editing activities.	and Economics		
	Evalu	ate reference material for app	propriateness, accuracy and valid	dity.
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
	Explain and comment on the	and Humanities/ Sociology		
	speaker's/writer's authority.	and Economics		
		Prerequisite from 2nd		
Thinking		secondary humanities to		
Hillikilig		3rd secondary Literature		
	Discriminate between facts,	and Humanities/ Sociology		
	opinions, and bias.	and Economics		
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
	Assess current status, validity and	and Humanities/ Sociology		
	usefulness of material.	and Economics		

		Danamina industina an		
			nd deductive reasoning.	
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
	Establish links between evidence	and Humanities/ Sociology		
	and claim.	and Economics		
		Approach learning tas	ks in a logical manner.	
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
		and Humanities/ Sociology		
	Present relevant evidence.	and Economics		
			Core in relation to behavior	
			as it motivates students to	
			perform certain actions or to	
			adopt certain behaviors	
	Figure out motives and			
	assumptions of speaker/writer.			
			Core in relation to attitude as	
			it develops students' ability	
			to express feelings	
	Respond to point of view.		in response to the text	
		Identify log	ical fallacies.	
	Establish relevance and		Core in relation to skills as it	
	appropriateness of evidence.		develops students' ability to	
			provide information	
			that supports assertions	

Assess the soundness of cause-		Core in relation to skills as it	
effect relationships.		develops students' ability to	
-		make appropriate	
		connections	
Weigh the balance of the compared		Core in relation to skills as it	
and contrasted items.		develops students' ability to	
		make logical judgements	
	Respond criticall	y to an argument.	
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
	and Humanities/ Sociology		
Present counterarguments.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Show awareness of discrepancies,	and Humanities/ Sociology		
inconsistencies, and gaps.	and Economics		
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Assess conclusions and suggest	and Humanities/ Sociology		
alternative ones.	and Economics		

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثاني الثانوي – فرع العلوم

Subject Matter: English Language and LiteratureGrade: Second SecondarySection: Sciences

References:

Decree No. 10227 of 8/5/1997

Decree No. 1022/ 01 8/3/1997					
Details of the cur	riculum content of English Language	m e and Literature - Circular No.33 $/$ r	m /1998 (Date: 1st - Month : Ju	ly - Year: 1998)	
Details of the	صادر ضمن التعميم رقم 21/م/2016 تاريخ	2 تاريخ 2018/5/21 المبنى على التّخفيف ال	ليف الصادر ضمن التعميم رقم 28/م/018	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخة	
Curriculum	2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثاتوي.				
Content	2010/9/3 تنطقه النائلة من التعليم الأساسي ومرحلة التعليم النافوي.				
		Criterion for Class	sifying it as core	Allocated Periods	
			Core in terms of knowledge,	Language skills are taught in an	
			skills, attitudes, and/or	integrated way which engages	
	Core Objectives and		values	students in various activities.	
Skill	Performance Tasks Identification		This is why the time will be		
			divided equally among the four		
				main skills whereas thinking	
				and grammar will be embedded	
				into the context.	
		Demonstrate basic compreher	sion of scientific discourse.		
	Summarize.	Prerequisite from 2nd		8 periods	
		secondary sciences to 3rd			
Listoping		secondary Life Sciences /			
Listening		General Sciences			
	Outline.		Core in relation to skills as it		
			develops students' ability to		
			organize their thoughts		

	Paraphrase.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Under	stand specific details and informa	□ ation from various scientific sou	rces.
	Identify main points in a lecture.	Prerequisite from 2nd		6 periods
		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	at is heard.	
			Core in relation to skills as it	4 periods
			develops students' ability to	
	Relate to experience.		make connections	
			Core in relation to skills as it	
			develops students' ability to	
	Synthesize different details into		organize ideas and	
	one idea.		restructure them	
Reading	Understand information	n given through language discou	rse pertaining to scientific and p	professional material.

	Prerequisite from 2nd		6 periods
Interpret scientific conventions	secondary sciences to 3rd		
(graphs, tables, diagrams, charts,	secondary Life Sciences /		
etc.).	General Sciences		
Interpret various forms of		Core in relation to skills as it	
presenting materials (abstracts,		develops students' ability to	
outlines, summaries, lab reports,		organize ideas and	
etc.).		restructure them	
	Read specialized t	exts efficiently.	
Derive pertinent information	Prerequisite from 2nd		6 periods
from textbooks.	secondary sciences to 3rd		
	secondary Life Sciences /		
	General Sciences		
Derive pertinent information		Core in relation to skills as it	
from journals.		develops students' ability to	
		gain appropriate information	
		from reliable resources	
Derive pertinent information	Prerequisite from 2nd		
from other sources.	secondary sciences to 3rd		
	secondary Life Sciences /		
	General Sciences		
	Develop text-based strateg	ies for gaining meaning.	
Use learned prefixes, suffixes	Prerequisite from 2nd		6 periods
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 sci	ence.
		Prerequisite from 2nd		4 periods
		secondary sciences to 3rd		
	Deliver cause/effect	secondary Life Sciences /		
	presentations.	General Sciences.		
		Make oral presentations on a va	riety of scientific situations.	
	Report on field observations.		Core in relation to skills as it	8 periods
			develops students' ability to	
Oral			learn how work is actually	
Communication			done in real circumstances	
	Conduct interviews for research		Core in relation to skills as it	
	purposes.		develops students' ability to	
			collect data through a series	
			of questions	
	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 strateg	ies for specific situations.	
	Present short commentaries.		Core in relation to skills as it	6 periods
			develops students' ability to	
			use various presentation	
			strategies to talk about	
			different topics	
		Prerequisite from 2nd		
		secondary sciences to 3rd		
	Moderate discussions and	secondary Life Sciences /		
	debates.	General Sciences.		
		Produce specific	written forms.	
			Core in relation to skills as it	6 periods
			develops students' ability to	
			use precise and consistent	
			technical words	
Written	Define scientific terms.			
Communication			Core in relation to skills as it	
			develops students' ability to	
	Describe a process.		follow a logical sequence	
			Core in relation to skills as it	
			develops students' ability to	
	Classify and categorize.		understand relationships	
	L	Inderstand and produce discourse	e using basic notions of science.	

		Core in relation to skills as it	6 periods
		develops students' ability to	
Develop cause/effect discourse.		make connections	
Explain through consequence.		Core in relation to skills as it	
		develops students' ability to	
		draw conclusions through	
		proper reasoning	
Contrast by analogy.		Core in relation to skills as it	
		develops students' ability to	
		make logical connections	
	Demonstrate ability to	write effectively.	
	Prerequisite from 2nd		2 periods
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	information.	
	Prerequisite from 2nd		2 periods
	secondary sciences to 3rd		
Draw graphs, charts, and	secondary Life Sciences /		
diagrams.	General Sciences		

			İ	
		Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
	Construct tables.	General Sciences		
		Utilize proper vocabul	ary and grammar.	
	Use technical lexis for a variety	Prerequisite from 2nd		2 periods
	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.).			
		Evaluate information given thro	ough scientific conventions.	
	Criticize evidence.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
Thinking		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 /		
	General Sciences		
	Transfer inf	ormation.	
Relate textual references to r	real	Core in relation to skills as it	
experiences.		develops students' ability to	
		make connections	
	Apply problem-so	lving 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		
Relate findings to previou	S	Core in relation to skills as it	
knowledge.		develops students' ability to	
		make connections of prior	
		knowledge and apply it into	
		the new material	

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

الأهداف التَّعليميَّة المطلوبة 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

Decree No. 1022/ of 8/5/199/				
Details of the cur	rriculum content of English Language a	nd Literature		
Details of the	، الصّادر ضمن التّعميم رقم 21/م/2016 تاريخ	2018/5/2 المبنى على التّخفيف	فيف الصادر ضمن التعميم رقم 28/م/2018 تاريخ 1	ملاحظة: يأخذ هذا المُستد بعين الإعتبار التّخ
Curriculum	,,,	- - , ,		
Content	2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثاتوي.			
		Criterior	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
Skill		Identification		students in various activities.
	Core Objectives and Performance	(There are no		This is why the time will be
	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	12 periods
			students' ability to	
	Discriminate between persuasive,		understand different	
Listonina	argumentative, informative types,		types of discourse; a skill that they	
Listening	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	

		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	
1	Analyze the linguistic fea	tures of extended spoken discourse.	
List expressions that denote		Core in relation to skills as it develops	8 periods
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	
De	monstrate basic underst	tanding of different spoken discourses.	
		Core in relation to skills as it develops	6 periods
		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	
Formulate questions related to		Core in relation to skills as it develops	
main ideas.		students' ability to generate	
Formulate questions related to		questions to know more about a	
supporting details.		specific topic	

	Demons	Demonstrate awareness of the organization of extended spoken discourse.			
		Core in relation to skills as it develops	10 periods		
	Identify the method of	students' ability to be familiar with			
	development (classification,	different patterns; a skill that they			
	process, definition, etc.).	need at the university level			
		Core in relation to skills as it develops			
		students' ability to focus on relevant			
		terminology; a skill that they need at			
	Identify key terms.	the university level			
		Core in relation to skills as it develops			
	Indicate the manner in which the	students' ability to be familiar with			
	theme is developed (examples,	different modes; a skill that they need			
	illustrations, facts, etc.).	at the university level			
		Demonstrate ability to analyze linguistic features of texts.			
		Core in relation to attitude as it	15 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			
	Compare and contrast with non-	Core in relation to skills as it develops			
Reading	literary language and media texts,	students' ability to make connections			
	(news bulletins, documentaries,				
	reports, television programmes and				
	newspapers).		_		
	Identify stylistic devices and	Core in relation to skills as it develops			
	special lexical and grammatical choices.	students' ability to focus on relevant			
		terminology			
	Demonstrate critical understanding of the content of texts.				

	Demo	nstrate awareness of the effect of word choice on messages.	
	Identify main ideas and issues.	at the university level	
1		comprehension; a skill that they need	
		students' ability to improve	
		Core in relation to skills as it develops	
		students' ability to make connections	
	Supply missing details.	Core in relation to skills as it develops	
		between imagination and reality	
	non-fiction texts.	students' ability to distinguish	
	Discriminate between fiction and	Core in relation to skills as it develops	
		the new material	
		of prior knowledge and apply it into	
	previous knowledge.	students' ability to make connections	
	Relate content to experience and	Core in relation to skills as it develops	
		their designations	
		relationship between concepts and	
	to area of study.	students' ability to understand the	
	Identify and explain terms relevant	Core in relation to skills as it develops	
	written texts.	that they need at the university level	
	Extract themes and concepts from	that are not directly expressed; a skill	
		students' ability to infer messages	
	Identify implied meaning in a text.	Core in relation to skills as it develops	
	Explain tone, mood, and attitude.	university level	
		properly; a skill that they need at the	
		feelings and convey messages	
		develops students' ability to describe	
		Core in relation to attitude as it	15 periods

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		Core in relation to skills as it develops 6 periods
		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 10 periods
		students' ability to generate ideas
	Contribute to brainstorming	about a certain topic; a skill that they
	activities.	need at the university level
		Core in relation to skills as it develops
	Practice giving speeches.	students' ability to build confidence in
	Practice advancing and defending	public speaking; a skill that they need
	a point of view on behalf of a	at the university level
	group.	
01		Core in relation to skills as it develops
Oral		students' ability to share evaluation
Communication	Report findings of a researched	results and develop
	project on different subject matter	recommendations; a skill that they
	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
	Contrik	oute constructively to the development of the argument at hand.
	Engage in critical discussions.	Core in relation to skills and attitudes 8 periods
	Express ideas cogently.	as it develops students' ability to
	Participate in and lead debates.	argue politely and to gain adherence
	Lead discussion groups.	

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Suggest alternatives and fill in	from an audience; a skill that they	
information gaps.	need at the university level	
Demo	onstrate awareness of the structural elements of literary genres	J.
Identify main features of major	Core in relation to attitude as it	5 periods
genres in literature (poetry, novel,	develops students' ability to notice	
and drama).	how different literary genres vary in	
	style, structure, subject matter, and	
	the use of figurative language	
Demonst	rate the use of appropriate oral presentation in any given situa	tion.
Use suitable style and register.	Core in relation to attitude as it	5 periods
	develops students' ability to vary style	
	and level of formality depending on	
	the context	
	Observe the systematics of conversational exchanges.	
Use turn-taking techniques.	Core in relation to skills as it develops	3 periods
Make polite interruptions to	students' ability to communicate in	
express own observation.	real life situations	
	React critically to the content of works under study.	
Trace development of main ideas.	Core in relation to skills as it develops	5 periods
	students' ability to make logical	
Comment on relevance of	connections; a skill that they need at	
supporting details.	the university level	
Discuss underlying values.	Core in relation to values as it	
	develops students' ability to make	
	deliberate and objective choices; a	
	skill that they need at the university	
Identify and explain bias, tone, and	level	
intent.		

	Demonstrate ability to write communicatively effective prose.					
	Produce different modes of	Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they	8 periods			
	writing.	need at the university level				
		Core in relation to skills as it develops				
	Choose structures and word order	students' ability to convey messages				
	appropriate for tasks and	properly; a skill that they need at the				
	audiences.	university level				
		Enhance creative writing skills.				
	Write about a personal experience.	Core in relation to attitude as it	4 periods			
Written		develops students' ability to provide				
Communication		information based on personal experiences				
	React critically to what is read.					
	Write an objective report on the	Core in relation to attitude as it	12 periods			
	text.	develops students' ability to reflect	'			
		their own views				
	Provide a written counterargument	Core in relation to skills as it develops				
	to what is presented in text.	students' ability to argue reasonably				
		and respond to objections confidently				
	Relate text to personal experience.	Core in relation to attitude as it				
		develops students' ability to make				
		connections				
	De	monstrate command of extended writing.				

	<u> </u>	[
	Make use of a wide range of	Core in relation to skills as it develops	12 periods
	grammatical constructions and of	students' ability to enrich their	
	an extensive vocabulary,	content and to communicate more	
	producing a suitable variety of	effectively; a skill that they need at	
	sentence lengths.	the university level	
	Sustain thematic unity.	Core in relation to skills as it develops	
	Maintain coherence (logical	students' ability to make logical	
	sequencing, transitionals, key	connections; a skill that they need at	
	terms, etc.).	the university level	
	Use proper organizational		
	strategies.		
		Core in relation to skills as it develops	
	Demonstrate ability to use	students' ability to use different	
	different rhetorical strategies	types of discourse; a skill that they	
	(narration, persuasion, exposition).	need at the university level	
	Ev	valuate a variety of texts from different subject matter areas.	
		Core in relation to skills as it develops	
		students' ability to give objective	
	Critique writer's/speaker's	judgements; a skill that they need at	
	argument.	the university level	
		Core in relation to skills as it develops	
Thinking	Interpret technical and idiomatic	students' ability to go beyond the	
	expressions.	phrase's literal meaning	
		Core in relation to skills as it develops	
		students' ability to collect enough	
	Show ability to synthesize	data to convince others and support	
	information gathered from	one's view point; a skill that they	
	different sources.	need at the university level	

	Apply inductive and deductive reasoning.		
Analyze links between evidence and claim. Use figurative language	Core in relation to skills as it develops students' ability to support claims with evidence; a skill that they need at the university level Demonstrate ability to persuade. Core in relation to skills as it develops		
appropriately.	students' ability to use different ways to convey meaning		
Respond critically to an argument.			
Present well-grounded counterarguments. Formulate refutations and rebuttals.	Core in relation to skills as it develops students' ability to argue reasonably and respond to objections confidently; a skill that they need at the university level		
Comment on discrepancies, inconsistencies and gaps.	Core in relation to skills as it develops students' ability to objectively criticize and asses		

الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي ـ فرع الاجتماع والاقتصاد

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

References:

Decree No. 10227 of 8/5/1997

Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ				
Curriculum		• · ·		2016/9/3 للحلقة الثالثة من التعليم الأساسي	
Content			ي وبرها المعيم المعوي.	2010/7/3	
		Criterion	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	
	Core Objectives and	are no prerequisite		students in various activities.	
Skill	Performance Tasks	objectives for this		This is why the time will be	
	i citorinance rasks	grade level since it is		divided equally among the four	
		the final year in		main skills whereas thinking	
		school)		and grammar will be embedded	
		Scrioory		into the context.	
		Demonstrate basic u	nderstanding of academic lectures.		
			Core in relation to skills as it develops	8 periods	
			students' ability to organize ideas and		
Listoning			restructure them; a skill that they		
Listening	Summarise lectures.		need at the university level		
			Core in relation to skills as it develops		
			students' ability to take notes; a skill		
	Take notes.		that they need at the university level		

	Core in relation to skills as it develops	
	students' ability to make logical	
	connections; a skill that they need at	
Make relevant comments.	the university level	
	Core in relation to attitude as it	
	develops students' ability to vary	
Identify speaker, context, and	style and level of formality depending	
audience.	on the context and the 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.	
Reinterpret presented ideas using	Core in relation to skills as it develops	8 periods
researched information.	students' ability to organize ideas and	
	restructure them	
Point out gaps in lecture.	Core in relation to skills as it develops	
	students' ability to objectively	
	criticize and asses	
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	
Dem	onstrate awareness of linguistic and organizational structure of t	ext.

		Core in relation to attitude as it	8 periods
		develops students' ability to vary	- 1
	Identify features of style and	style and level of formality depending	
	register.	on the context	
	register.	Core in relation to skills as it develops	
		students' ability to focus on relevant	
	Identify key terms stressed in	terminology; a skill that they need at	
	text.	the university level	
	text.	·	
		Core in relation to skills as it develops	
		students' ability to make logical	
	Idealif Terrelliands	connections; a skill that they need at	
	Identify transitionals.	the university level	
		Core in relation to skills as it develops	
		students' ability to follow a logical	
	Identify methods of	sequence; a skill that they need at the	
	development of ideas.	university level	
	Demonstra	ate understanding of specialized texts (History, Geography, Ecor	nomics).
		Core in relation to skills as it develops	8 periods
	Recognize, identify, and define	students' ability to focus on relevant	
	related concepts and	terminology; a skill that they need at	
Reading	terminology.	the university level	
		Core in relation to skills as it develops	
		students' ability to focus on main	
		points; a skill that they need at the	
	Identify main ideas and details.	university level	

Demon	strate ability to cope with assigned readings in specialized publica	ations.
context.	need at the university level	
according to topic, writer, and	according to context; a skill that they	
and explain how they change	students' ability to vary style	
Identify different writing styles	Core in relation to skills as it develops	
like).		
transitionals, parallelism, and the	the university level	
statements, key terms,	connections; a skill that they need at	
a text (opening and closing	students' ability to make logical	
Identify elements of cohesion in	Core in relation to skills as it develops	
conclusion.	they need at the university level	
sentence, supporting details, and	structure their thoughts; a skill that	
Identify thesis statement, topic	students' ability to organize and	
	Core in relation to skills as it develops	8 periods
Rea	ns.	
insignificant differences.	university level	
incomplete statistics, and	claims; a skill that they need at the	
analogies, faulty deductions,	students' ability to make objective	
Identify and explain bias, false	Core in relation to skills as it develops	
meanings and attitudes.	situation	
Identify and explain implied	certain attitudes based on the	
	develops students' ability to adopt	
5	Core in relation to attitudes as it	
generalizations.	with reasoning	
information and false	arguments and prove them wrong	
Recognize and identify irrelevant	students' ability to identify false	
	Core in relation to skills as it develops	

			Core in relation to skills as it develops	5 periods
			students' ability to organize ideas and	
			restructure them; a skill that they	
	Make summaries and abstracts.		need at the university level	
			Core in relation to skills as it develops	
			students' ability to objectively	
	Evaluate references.		criticize and asses	
			Core in relation to skills as it develops	
			students' ability to take notes; a skill	
	Make notes for research.		that they need at the university level	
		Identify and m	nanipulate technical jargon.	
			Core in relation to skills as it develops	3 periods
	Use appropriate terminology and		students' ability to understand the	
	structures in oral/written		relationship between concepts and	
	responses.		their designations	
			Core in relation to skills as it develops	
			students' ability to focus on relevant	
			terminology; a skill that they need at	
			the university level	
	Identify and explain stylistic			
	features of read materials.			
	Dem	onstrate advanced oral s	kills in responding to oral or written inp	ut.
Oral			Core in relation to skills as it develops	8 periods
Communication			students' ability to communicate and	
Communication	Identify strengths and		present ideas properly; a skill that	
	weaknesses of presentations.		they need at the university level	

Identify and list logical sequence markers.	Core in relation to skills as it develops students' ability to place ideas in an order that is comprehensible to the listener/reader.		
Summarize main ideas fluently and accurately.	Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level Core in relation to values as it develops students' ability to show		
React to other's views in critical discussions.	empathy		
Sh	ow advanced command of oral presentations of researched topics	5.	
Develop main ideas fully		6 periods	
maintaining unity of theme.	Core in relation to skills as it develops		
Maintain audience interest by	students' ability to communicate and		
asking questions, varying	present ideas properly; a skill that		
intonation, and using graphic illustrations.	they need at 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	6 periods
		students' ability to communicate	ο μετίους
		· · · · · · · · · · · · · · · · · · ·	
	Paritation of the state of delication	properly; a skill that they need at the	
	Participate in and lead debates.	university level	
		Core in relation to attitude as it	
	Interrupt, ask, comment,	develops students' ability to reflect	
	agree/disagree.	on others' views and opinions	
		Core in relation to skills and values as	
		it develops students' ability to make	
	Ask for repetition and	polite requests; a skill that they need	
	clarification.	at the university level	
	Der	monstrate practical knowledge of the rules of spoken discourse	•
		Core in relation to skills as it develops	4 periods
		students' ability to make logical	
	Join conversations at appropriate	connections; a skill that they need at	
	transition points.	the university level	
		Core in relation to skills as it develops	
	Speak coherently and clearly	students' ability to communicate and	
	with proper enunciation and	present ideas properly; a skill that	
	intonation.	they need at the university level	
		Demonstrate advanced writing skills in responding to input.	
Written	Make adequate summaries and	Core in relation to skills as it develops	4 periods
	abstracts.	students' ability to organize ideas and	•
Communication		restructure them	

Comment on or critique what is	Core in relation to skills as it develops students' ability to develop critical thinking; a skill that they need at the university level	
heard or read.	, i	
	Demonstrate ability to reinterpret texts.	
	Core in relation to skills as it develops	7 periods
Reorganize ideas in tables,	students' ability to analyze and	
graphs, charts, etc.	transform data into discourse	
	Core in relation to skills as it develops	
	students' ability to rewrite/restate	
	something in their own words in	
	order to show that they have	
Rephrase assigned sections.	understood	
	Core in relation to attitude as it	
Vary style to suit changing	develops students' ability to vary	
purpose, situation, and	style and level of formality depending	
audience.	on 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	8 periods
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 w	rite for different interactive purposes.	
			Core in relation to skills as it develops	5 periods
			students' ability to covey information	
	Write business letters.		in different contexts	
			Core in relation to skills as it develops	
			students' ability to interact with the	
			public and get their message out to	
	Initiate campaigns and projects.		people	
			Core in relation to skills as it develops	
			students' ability to apply for jobs,	
			scholarships, etc.; a skill that they	
	Fill in application forms.		need at the university level	
	Demonstra	te critical interpretation a	and appreciation of written and spoken	discourse.
			Core in relation to skills as it develops	
	Take notes consistently and		students' ability to take notes; a skill	
Thinking	coherently.		that they need at the university level	
			Core in relation to skills as it develops	
			students' ability to analyse and make	
			logical predictions; a skill that they	
	Predict outcomes of events.		need at the university level	

Mal	ke valid evaluations,	Core in relation to skills as it develops	
judgn	nents, and inferences.	students' ability to give objective	
Present	critique of texts and of	judgements; a skill that they need at	
	others' work.	the university level	
		Develop awareness of interaction between fields.	
Apply to	echniques learned in one	Core in relation to skills as it develops	
	field in another.	students' ability to make logical	
		connections	
Relate	changes in one field to		
chan	iges in other fields to		
demons	trate interdependence of		
	fields of study.		
	Show the	e ability to evaluate different theories and strategies in fields of	study.
	Explain a theory.	Core in relation to skills as it develops	
Discus	ss the applicability of a	students' ability to reflect on different	
theor	y to a specific context.	theories	
Compa	re between one theory		
	and another.		

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Grade: Third Secondary Subject Matter: English Language and Literature 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 ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 28/م/2018 تاريخ 2018/5/21 المبنى على التّخفيف الصّادر ضمن التّعميم رقم 21/م/2018 تاريخ Curriculum 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for Classifying it as core **Allocated Periods** Core in terms of knowledge, skills, Language skills are taught in an **Prerequisites with** attitudes, and/or values integrated way which engages **Identification** (There are students in various activities. **Core Objectives and** Skill no prerequisite This is why the time will be **Performance Tasks** objectives for this grade divided equally among the four level since it is the final main skills whereas thinking and grammar will be embedded year in school) into the context. Sustain comprehension in extended scientific discourse Summarize arguments. Core in relation to skills as it develops 4 periods Outline salient points. students' ability to organize ideas and restructure them; a skill that they need Paraphrase parts of at the university level information. Listening Demonstrate awareness of the special language used in scientific discourse. Identify special linguistic Core in relation to skills as it develops 4 periods structures and explain how students' ability to derive the meaning they deviate from normal of individual words and to understand discourse. semantic relations; a skill that they need at the university level

	Identify the special terms	Core in relation to skills as it devel	ops	
	used in the text.	students' ability to focus on releva		
		terminology; a skill that they need		
		the university level		
	Un	lerstand specific details and information from various scientif	c sources.	
	Identify objectivity markers	Core in relation to skills as it devel	ops 4 periods	
	in scientific discourse.	students' ability to give objectiv		
		judgements; a skill that they need	at	
		the university level		
	Recognize specific details as	Core in relation to skills as it devel	ops	
	examples of general science	students' ability to formulate the n	nain	
	topics.	idea when it is implied; a skill that t	hey	
		need at the university level		
	Understand lectures using	Core in relation to skills as it devel	ops	
	scientific graphic	students' ability to analyze and		
	conventions.	interpret graphic data; a skill that t	hey	
		need at the university level		
	Read informatio	given through language discourse pertaining to scientific and	professional materials.	
	Interpret tone.	Core in relation to attitude as it	2 periods	
	Interpret point of view.	develops students' ability to		
		understand feelings		
		Derive information from non-textual clues		
Reading	Interpret charts, graphs,	Core in relation to skills as it devel	ops 3 periods	
	tables, etc.	students' ability to analyze and		
		interpret graphic data and visua		
		relationships; a skill that they need	lat	
		the university level		
	Read specialized texts efficiently.			

	Derive relevant information	Core in relation to skills as it develops	4 periods	
	from textbooks.	students' ability to obtain more detailed		
		data; a skill that they need at the		
		university level		
	Derive relevant information	Core in relation to skills as it develops		
	from journals.	students' ability to gain appropriate		
		information from reliable resources		
	Derive relevant information	Core in relation to skills as it develops		
	from other sources.	students' ability to collect enough data		
		to convince and support one's view		
		point; a skill that they need at the		
		university level		
		Demonstrate ability to interpret texts.		
	Rephrase parts of text.	Core in relation to skills as it develops	3 periods	
		students' ability to rewrite/restate		
		something in their own words in		
		order to show that they have		
-	Opposition in the forms of	understood	-	
	Organize ideas in the form of	Core in relation to skills as it develops		
	tables, charts, graphs, etc.	students' ability to illustrate data		
		visually; a skill that they need at the university level		
		iderstand and produce discourse using more advanced notions of so	ionco	
	UI			
Oral		Core in relation to skills as it develops	3 periods	
	Dalinan anna /affaal	students' ability to make connections; a		
Communication	Deliver cause/effect	skill that they need at the university		
	presentations.	level		
	Produce oral presentations on a variety of scientific situations.			

	Substantiate scientific	Core in relation to skills as it develops	4 periods	
	hypotheses.	students' ability to explain things by	l possessi	
	17,623.2533	using evidence; a skill that they need at		
		the university level		
	Present own observations	Core in relation to skills as it develops	-	
	using visuals.	students' ability to illustrate data		
		visually; a skill that they need at the		
		university level		
		Use different speech strategies for specific situations.		
	Present longer commentaries.	Core in relation to skills as it develops	5 periods	
		students' ability to use various		
		presentation strategies to talk about		
		different topics		
	Comment on other speakers	Core in relation to skills as it develops		
	presentations.	students' ability to develop critical		
		thinking		
	Participate in scientific	Core in relation to skills as it develops		
	defensive discourse.	students' ability to argue objectively; a		
		skill that they need at the university		
		level		
		Produce extended written forms.		
Written	Develop scientific	Core in relation to skills as it develops	2 periods	
Communication	description.	students' ability to argue objectively; a		
		skill that they need at the university		
		Understand and produce discourse using extended notions of scien	ce.	
	onderstand and produce discourse using extended notions of stience.			

	Develop cause/effect discourse. Contrast by analogy.	Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level Core in relation to skills as it develops students' ability to make logical connections	3 periods
		Observe the rules of good writing.	
	Write coherently, grammatically and clearly.	Core in relation to skills as it develops students' writing strategies; a skill that	3 periods
	Vary style and register according to topic and task.	they need at 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 develops	
	for a variety of scientific	students' ability to use wide concepts	4 periods
	situations.	and expressions	
		Core in relation to skills as it develops	
		students' ability to use wide concepts	
	Use a variety of grammatical components most pertinent	and expressions to produce grammatically correct sentences that fit	
	to scientific discourse.	the context	
	33 33 33 33 33 33 33 33 33 33 33 33 33	Evaluate information given through extended scientific discourse	•
	Assess logical relationships.	Core in relation to skills as it develops	
Thinking Skills	Determine whether a theory	students' ability to make sound	
	is warranted.	judgements by using evidence; a skill	
		that they need at the university level	

Transfer knowledge from one situation to another.			
Relate textual references to		Core in relation to skills as it develops	
real experiences.		students' ability to make connections	
Apply past experience to		Core in relation to skills as it develops	
present situations.		students' ability to make connections of	
		prior knowledge and apply it into the	
		new material	
	Engage i	in problem-solving tasks.	
Identify research problems.		Core in relation to skills as it develops	
Conduct an experiment.		students' ability to conduct research; a	
Organize and analyse results.		skill that they need at the university	
Compare findings to those		level	
reported in literature.			