



## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية و آدابها للعام الدَّرَاسي 2022-2023

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### الأسباب الموجبة:

إن الظروف والحيثيات المذكورة أدناه:

- ضرورة العودة إلى دورة التعليم والتعلم الطبيعية ،

-إحتواء إنتشار جائحة كورونا ،

-توصية منظمة الصحة العالمية بالعودة إلى الحضور الكلي داخل المدرسة مع الأخذ بالاعتبار التباعد الاجتماعي،

-أهمية إجراء تقييم تشخيصي في بداية العام الدراسي القادم، يبين الثغرات في اكتساب المتعلمين للأهداف الأساسية والدورات التدريبية التي عمل ويعمل عليها المركز التربوي فيما يتعلق بتقصي أي فاقد والتعلم المتنايز والتعلم الاجتماعي الإنفعالي،

- فقدان التعليمي على مستوى المعارف والإملاك للكفايات التي يحتاجها المتخرجين في الاختصاصات المختلفة في الجامعات

فرضت علينا العودة إلى المنهاج الذي كان معتمدا قبل جائحة كورونا أي التعميم رقم 2016/م/21 والمعدل بموجب التعميم رقم 2018/م/28 مع أي تعديلات

ضرورية تراعي النقطة الرابعة من الأسباب الموجبة .

### المراجع المَعْتَمَدَة في هذا السياق:

➤ مَنَاهِج التَّعليم العام وأهدافها (المرسوم رقم 10227 تاريخ 1997/5/8) والنَّعاميم اللاحقة بِحَسَب تفاصيل مُحتوى مَنَهج مادَّة اللغة الإنكليزية و آدابها.

➤ التَّخفيف الصَّادر ضمن التَّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التَّخفيف الصَّادر ضمن التَّعميم رقم 2016/م/21 تاريخ 2016/9/3 ، للحلقة الثَّالثة من مرحلة التَّعليم الأساسي ولمرحلة التَّعليم الثَّانوي.

## ملاحظات عامة:

### ملاحظات عامة:

- تضمنت المعايير التي اعتمدت في تصنيف المضامين التعليمية على أنها أساسية:
  - المكتسبات التي سيبنى عليها في الصف نفسه وفي الصفوف والمراحل اللاحقة.
  - الأهداف الضرورية من ناحية المعارف و/أو المهارات و/أو المواقف و/أو القيم للمرحلة العمرية.
- الجدول الأول: الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية و آدابها للصف المعني
  - العمود الأول: تفاصيل محتوى المنهج /المهارات المرتبطة بالأهداف المطلوبة للصف المعني.
  - العمود الثاني: الأهداف المطلوبة للصف المعني.
  - العمودان الثالث والرابع: المعايير التي تم اعتمادها لتصنيف الأهداف على أنها أساسية.
  - العمود الخامس: عدد الحصص المخصصة لتغطية الأهداف.

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الأول الأساسي

Subject Matter: English Language and Literature		Grade: One		Cycle 1 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1 <sup>st</sup> - Month: August - Year: 1997)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Develop basic factual and inferential comprehension of what is heard.				
	Mime actions or feelings described.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		20 periods	
	Name actions in a story		Core in relation to skills as it develops students’ ability to listen for specific information		

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

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

	Recognize long and short vowels by filling in the missing sound in known words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Recognize the schwa sound in definite and indefinite articles.		Core in relation to skills as it develops students' ability to apply their knowledge in letter sound relationships	
	Identify by sound pictures that begin with the 'sh' and 'ch' sounds).		Core in relation to skills as it develops students' ability to apply their knowledge in letter sound relationships	
	Categorize "ch" and "sh" words in two lists.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Discriminate the "l" blends (bl, cl, fl, gl, pl) in a set of words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Discriminate "r" blends (pr, fr, dr, tr, gr, br) in a set of words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write the appropriate "s" blend / cluster (sl, sp, st, sk, sw, sc, sn, str, spr, sm, squ) next to a specific picture.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Add the suffixes "ed" and "ing" to familiar one-syllable root words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Match words with their corresponding pictures.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	<b>Demonstrate the ability to use textual and experiential-based clues to get meaning.</b>			
	Match synonyms with antonyms or with simple definitions.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		7 periods



	Locate common nouns and proper nouns in a text.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Match nouns to their proper referents.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify words that belong to a specific lexical set.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Cross out words that do not belong to the given lexical category.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify common homophones, homographs, i.e., there, their, they're; read, read, etc.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop basic factual comprehension of what is read.			
	Draw a picture of an event that took place in a text.		Core in relation to skills as it develops students' ability to match comprehension as they perform a task	8 periods
	Respond to Yes/No and T/F questions in words and simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Respond to "Wh-questions" which elicit information about person, object, place, and time in simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Record simple data onto a chart, and read it out.		Core in relation to skills as it develops students' ability to match comprehension with reading aloud	
	Sequence and number a series of three events or pictures.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop basic comprehension of appropriate literature.			

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

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

	Identify actions being performed in pictures.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Give simple instruction using words and simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Ask 'yes/no' and simple 'Wh' questions which seek information about a person, object, place, or time.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	<b>Develop oral transactional skills.</b>			
	Accept an offer or invitation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Dictate an offer or invitation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Request/Invite/Direct others to do something.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express approval or disapproval of an action.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Request assistance.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Apologize using words and simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	State whether they know or don't know someone or something.		Core in relation to skills as it develops students' ability to analyze and synthesize before they express their opinion	
	<b>Express and find out basic feelings and emotional states.</b>			
	Offer to do certain things.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		6 periods

	State likes and dislikes about food, people, cartoons, etc.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express feelings, experiences, and wishes.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Recognize disappointment, fear, worry, happiness, pride, boastfulness.	Prerequisite from Grade 1 to 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		
	<b>Use appropriate sociolinguistic rules.</b>			7 periods
	Take turns when talking.		Core in relation to skills as it develops students' ability to communicate cooperatively and not competitively to promote self-actualization	
	Use gestures to express self.		Core in relation to skills as it develops students' ability to communicate using TPR to promote self-actualization	
	Respond appropriately to oral cues.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Greet people and take leave appropriately.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	

	Use Arabic to seek clarification		Core in relation to skills as it develops students' ability to seek clarification when in doubt	
	Develop grammatical competence (lexis, phonology, syntax) in increasingly complex situations.			
	Use learned and acquired words in a new context.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		5 periods
	Produce short sentences using appropriate stress and intonation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Recite short chants, songs, and nursery rhymes from memory.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Participate effectively in a range of group speech activities.			
	Tell a story about a picture or picture series in words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Dramatize parts of a story.		Core in relation to skills as it develops students' ability to communicate in a new and exciting manner	
	Use 'jigsaw speaking' to tell a part of a story.		Core in relation to skills as it develops students' ability to improve students' activeness in speaking	
	Demonstrate competence in a few basic print conventions.			
Written Communication	Follow left to right and top-to-bottom writing orientation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Leave spaces within and between words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

	Write first and last name, class name and date in correct place.	Prerequisite from Grade 1 to 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 page.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Use capitals for names, first word in a sentence, pronoun 'I' and dates.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Use a period/question mark at the end of a simple sentence.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
<b>Produce recognizable lower and upper case letters to represent whole words or parts of words.</b>				
	Trace words with lower and upper case letters	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Write on the line.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write letter shapes in response to speech sound.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write ascending and descending parts of letters between lines.	Prerequisite from Grade 1 to 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 a short phrase.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Label items and illustrations.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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



	Arrange scrambled words in correct sentence order.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Arrange scrambled sentences in correct logical order.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify beginning, middle, and end of story.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Put events in story in order in which they occur.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	<b>Communicate in writing using different genres of writing.</b>			
	Write personal and biographical data.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		8 periods
	Write a list (Christmas, wish list, school supplies needed).		Core in relation to skills as it develops students' ability to prioritize and express needs	
	Prepare cards for birthdays, Christmas Valentine's Day		Core in relation to skills as it develops students' ability to produce written work	
	Dictate group/individual story (narration) and use illustrations.		Core in relation to skills as it develops students' ability to communicate connecting viewing to content	
	Describe a character in a story read (description) and use illustrations.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Thinking	<b>Develop a repertoire of metacognitive strategies to solve language processing problems.</b>			
	Use titles, pictures, etc., to preview discourse.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	<b>Develop information processing skills: literal and critical.</b>			

	Relate language experiences to life experiences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	<b>Develop confidence as life-long learners.</b>			
	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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثاني الأساسي

<b>Subject Matter:</b> English Language and Literature <b>Grade:</b> Two <b>Cycle 1 of Basic Education</b>				
<b>References:</b> 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				
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	
				Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.
Listening	Develop basic factual and inferential comprehension of what is heard.			
	Match simple descriptions to pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		18 periods
	Follow instructions to fill in simple forms and charts.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Respond to a series of oral instructions through whole-body involvement.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

	Match line of a song to a picture.		Core in relation to skills as it develops students' ability to match content to visuals
	Place a check mark to identify short sentences heard.		Core in relation to skills as it develops students' ability to connect comprehension to communication using reasoning skills
	List actions mentioned in a given audio recording.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Identify genre of audio input; i.e., story, poem, dialogue, song.		Core in relation to skills as it develops students' ability to use reasoning skills before identification
	Paraphrase the audio input in own words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Answer 'wh-questions' which elicit information about quantity, quality, distance, and size		Core in relation to skills as it develops students' ability to comprehend spoken form
	Use graphic organizers (lists, charts, spider grams) to chart information mentioned.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Listen to a simple description of something and guess what it is.		Core in relation to skills as it develops students' ability to use reasoning and comprehension skills before communicating

	Use previous information in the audio input to predict what will happen next.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Sequence a set of 4 pictures in a story strip.		Core in relation to skills as it develops students' ability to use reasoning and comprehension skills before communicating	
	Infer speakers, characters, topics, or settings in a story, dialogue, poem, or song.		Core in relation to skills as it develops students' ability to understand implied information in a spoken text	
<b>Comprehend and interpret what is heard.</b>				
	Select the most appropriate ending.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		6 periods
	Create an appropriate title for a given song, poem, or conversation		Core in relation to skills as it develops students' ability to understand the main idea	
	Associate events and feelings in a listening text to their own experience.		Core in relation to skills as it develops students' ability to make personal connections with a spoken text	
<b>Demonstrate the ability to use audio input to expand linguistic competence.</b>				
	Match familiar dictated words to antonyms and definitions.		Core in relation to skills as it develops students' ability to match comprehension with a task	10 periods
	Write a short list of dictated sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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

Reading	Discriminate between short and long vowel sounds in known words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		7 periods
	Reproduce schwa sound in sentences that contain definite and indefinite articles.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Read regular double vowel ('oo', 'ea', as in look, boots, pear, fear) words aloud.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	List double vowel words under appropriate vowel headings.		Core in relation to skills as it develops students' ability to apply their knowledge in letter sound relationships in meaningful words	
	Recognize soft 'g' and soft 'c' by circling these sounds in known words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Orally reproduce from a list of words the two sounds (voiced/voiceless) for the diagraph 'th'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify the diagraphs 'wh', 'th' and 'wr' in corresponding pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Generate words which contain wh, th and wr diagraphs.		Core in relation to skills as it develops students' ability to apply their knowledge in meaningful words with pairs of letters that make one sound	

	Select pictures from a pile which contain the 'r' blends (pr, fr, tr, dr, gr, br).	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify the 's' blends (st, sl, sp, sk, sw, sc, sn, str, spr, sm, squ) by listing known words which contain them.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Add suffixes '-es' '-er,' '-ing', 'ful', 's' to familiar one-syllable words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify all words in a sentence that can be contracted.		Core in relation to skills as it develops students' ability to apply their knowledge of shortened forms of two words	
	Translate contractions (do + not, have + not, can + not, verb 'to be' + not) by stating their complete form.		Core in relation to skills as it develops students' ability to apply their knowledge of shortened forms of two words	
	Match statements with their corresponding pictures.		Core in relation to skills as it develops students' ability to match comprehension with a task	
<b>Demonstrate the ability to use textual and experiential-based clues to get meaning.</b>				
	Provide synonyms, antonyms, and definitions for words in a passage.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		7 periods
	Replace proper nouns in a text with their pronouns referents.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		



	Justify why a certain group of words belongs or doesn't belong to a specific lexical set.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Orally explain meanings of common homophones and homographs in a text.		Core in relation to skills as it develops students' ability to explain words that sound the same but have different spellings and meanings ( two/too)and words that are spelled the same and have the same or different sound, but different meanings ( left / left ) in context using their reasoning skills	
	Add prefixes 'dis-' and 'un-' to familiar words.		Core in relation to skills as it 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 the suffixes: '-s', '-es', '-er', '-est', '-ed', '-ing', '-full,' and 'less'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	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 words based on textual clues.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Develop basic factual comprehension of what is read.			
	Ask and respond appropriately to 'Wh-questions' which elicit information about size, quantity, quality, and distance in simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		6 periods
	Enter data on a graph and comment on it.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Place scrambled sentences in the correct sequence.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Orally select the best main idea stated explicitly.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Match a statement with its corresponding illustration.		Core in relation to skills as it develops students’ ability to comprehend a text on the knowledge level by matching an idea to its visual representation	

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

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

	Check the correct inference from a choice of three.		Core in relation to skills as it 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	5 periods
	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 with reference to the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Distinguish what is real from what is unreal.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	<b>Develop oral and silent reading skills.</b>			5 periods
	Practice echo reading.		Core in relation to skills as it develops students fluency	
	Complete a sentence with a rhyming word.		Core in relation to skills as it develops students' ability to provide similar rhyming words in context	
	Read independently a range of printed materials with fluency, accuracy, and understanding.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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

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

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



	Describe likes and dislikes about food, clothes, hobbies, people, characters, stories, movies, cartoons, etc.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		7 periods
	Express and inquire about moods and feelings: pleasure and displeasure, fear, surprise, interest, disappointment, etc.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	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 desires.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Justify and explain preferences for favorite subjects, toys, food, etc.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Empathize with other people or animals.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Use appropriate sociolinguistic rules.			

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

	Form a question which ends with rising intonation.		Core in relation to skills as it develops students’ awareness of its function as well as its emotional indication	
	Participate effectively in a range of group speech activities.			
	Participate in semi–controlled dialogues.		Core in relation to skills as it develops students’ production of appropriate transactions	6 periods
	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 costumes and props.		Core in relation to skills as it develops students’ language practice	
	Describe the attributes and characteristics of a hidden object and/or anonymous person so others can guess (who/ what is it?).	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Written Communication	Develop competence in several basic print conventions.			
	Indent first line in a paragraph.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		5 periods
	Use capitals to begin a sentence, to write proper nouns such as names of people, places, days, months, product names, and geographic names, Use capitals to write titles.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	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 handwriting.				
	Write in a straight line across the page.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		6 periods
	Practice capital letters and lowercase letters.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Group and print letters according to different types of strokes and orientation, i.e. ascenders and descenders.		Core in relation to skills as it develops students' ability to develop fluent, legible and 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 numbers (from 0- ...).		Core in relation to skills as it develops students' numeracy	
Practice using vowel sounds and common letter strings.				
	Spell and write down words that have long vowel sounds (especially words ending with the letter 'e').		Core in relation to skills as it develops students' ability to find same strings of letters in many words	6 periods

	Spell words related to the following themes: colors, food, days.		Core in relation to skills as it develops students' ability to spell words connected to universal themes	
	Spell correctly monosyllabic words one uses regularly in own writing.		Core in relation to skills as it develops students' ability to spell high frequency words	
	Use knowledge of spelling patterns and word families to spell correctly monosyllabic words one uses regularly in own writing.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Spell words with the endings '-ing', '-ed', '-s', '-er', '-est', '-es'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
<b>Develop process writing skills.</b>				
	Select a topic to write about.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		10 periods
	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 self and about others.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Join sentences by using 'and'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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

	Share writing through oral reading.		Core in relation to skills as it develops students' ability to publish	
Develop writing skills through guided and semi-guided activities.				
	Review sequence of events.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		7 periods
	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 the subject or the predicate.		Core in relation to skills as it develops students' ability to extend their learning	
	Identify irrelevant sentences in a paragraph.		Core in relation to skills as it 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	
Communicate in writing using different genres of writing.				
	Fill out a form with the first and family name, age, sex, nationality.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		8 periods
	Write shopping lists.		Core in relation to skills as it develops students' ability to prioritize needs	

	Write simple instructions.		Core in relation to skills as it develops students' ability to comprehend, be precise, and visualize the procedure in detail while writing
	Write a story about oneself and others with simple details.		Core in relation to skills as it 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 have read.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Use a picture to describe a person/place/pet.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Compare and contrast two characters using a Venn-diagram.	Prerequisite from Grade 2 to Grade 3 and subsequent classes	
	Describe own feelings in different situations with simple details.	Prerequisite from Grade 2 to 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	
Thinking	<b>Develop a repertoire of metacognitive strategies to solve language processing problems.</b>			
	Preview discourse by examining title, illustrations, first and last lines, etc.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Self-evaluate: recognize need for peer and adult assistance.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	<b>Develop information processing skills: literal and critical.</b>			
	Relate language experiences to life experiences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Compare characters.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
	Classify information in semantic groups, lexical sets...	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Select the main idea.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify irrelevant information by underlining.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
	<b>Develop confidence as life-long learners.</b>			

	Request assistance from peers / adults / parents.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Give and receive feedback on work presented.	Prerequisite from Grade 2 to 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 التعليمية المطلوبة لمنهج مادة 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					
	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Develop basic factual and inferential comprehension of what is heard.				
	Follow detailed instructions.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details	16 periods	
	Identify information not heard.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details		

	Put a check mark (v) next to facts mentioned orally.		Core in relation to skills as it 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 mentioned orally.		Core in relation to skills as it 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, happiness, etc.).	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Answer inference questions formed with 'wh' words		Core in relation to skills as it develops students' ability to comprehend spoken discourse	
	Fill out missing words in a paragraph.		Core in relation to skills as it 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 of genre heard.		Core in relation to skills as it develops students' ability to identify a genre from its different features and functions	
	Chart events mentioned in chronological order.	Prerequisite from Grade 3 to 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 traits mentioned on a flowchart or web.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Listen to a detailed description of something and guess what it is.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Predict plausible outcomes based on previous information in the audio input.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Comprehend and interpret what is heard.			
	Predict content from title.		Core in relation to skills as it develops students' ability to use a reading strategy	8 periods
	Identify irrelevant information heard.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

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

	Add 's' or 'es' to words ending with '-y,' '-ss,' '-x,' '-ch,' '-sh,' '-s,' '-f,' '-fe'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Count, blend and segment syllables in multi-syllable words.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	<b>Demonstrate the ability to use textual and experiential-based clues to get meaning.</b>			6 periods
	Generate synonyms, antonyms, and/or definitions for words in the passage.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Relate object and possessive pronouns to their corresponding reference.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Show the differences in meanings between homophones and homographs by generating original sentences.		Core in relation to skills as it develops students' ability to explain words that sound the same but have different spellings and meanings (they're / there) and words that are spelled the same and have the same or different sound, but different meanings (bow/bow ) in context using their reasoning skills	



	Form new compound words by joining root words.		Core in relation to skills as it 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 meanings of sentences.		Core in relation to skills as it develops students' ability to visually represent meaning	
	Add suffixes '-ly,' '-y' '-full' and '-ness' to appropriate words in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Apply one's knowledge of prefixes ('re-', 'un-', 'dis-', 'ex-', 'de-',) to work out the meanings of unfamiliar words in a text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Determine the appropriate dictionary definitions for a multi-meaning word.		Core in relation to skills as it develops students' ability to seek references to increase their knowledge	
	Use graphic organizers to classify vocabulary into semantic groups, i.e., thermometer, staircase, spider gram, and web.		Core in relation to skills as it develops students' ability to organize, classify and communicate ideas visually	
	Develop basic comprehension of appropriate literature.			

	Categorize actions and physical appearance of characters in a story with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		8 periods
	Identify characters who exemplify certain personality traits with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Explain how different characters feel the way they do at certain points in the story with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Contrast two characters in a story or play with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Describe key elements of a story; i.e., characters, plot, setting, climax, problem and solution.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify the problem(s) in a story.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Retell a story in sequence using chronological connectors.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Chart events that occurred in different parts of a story in sequence.		Core in relation to skills as it develops students' ability to put events, and ideas in a logical order	

	Make text-to-self connections by giving examples of characters, settings, events in stories that resemble those in one's own life.		Core in relation to skills as it develops students' ability to make connections between contexts and personal information to promote self-actualization	
	Differentiate between fact and fiction.		Core in relation to skills as it develops students' ability to use a reading strategy	
	Interpret what is read.			
	Explain why one identifies closely with and/or empathizes with a character in a story with reference to the text.		Core in relation to skills as it develops students' ability to justify choices	7 periods
	Support and/or criticize character's actions and attitude with reference to the text.		Core in relation to skills as it develops students' ability to justify choices	
	Explain how character's actions affect other characters.		Core in relation to skills as it develops students' ability to make connections	
	Explain how one would change characters.		Core in relation to skills as it develops students' ability to transfer learning to new contexts	
	Make text-to-self connections by relating a character in a story to a person one knows and tell how they are similar.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

	Predict what might happen to a character in a story.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Develop oral and silent reading skills.			
	Compose sentences with final rhyming words.		Core in relation to skills as it develops students' ability to provide similar rhyming words in a context	4 periods
	Read (aloud and silently) independently.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Read rhymed verse and blank verse poems aloud, varying the tone according to content.		Core in relation to skills as it develops students' ability to read fluently and expressively	
	Read for pleasure.			
	Write sentences commenting on a certain reading text.		Core in relation to skills as it develops students' ability to read critically	4 periods
	Design a poster/cover/advertisement for a specific literary work.		Core in relation to skills as it develops students' ability to convey a main idea in a creative way	
	Impart and seek factual information.			
Oral Communication	Compare people, locations, seasons, and animal actions in complete sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		8 periods

	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 ending.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	<b>Develop oral transactional skills.</b>			
	Inquire whether an offer or invitation is accepted or denied.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	10 periods
	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 of something.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Explain why one needs permission.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Express strong agreements and disagreements.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Express indifference.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	State whether one remembers or has forgotten something or someone.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Propose logical solutions to problems.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Express whether conclusions are logical or not.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

	Warn others of a potentially dangerous situation.		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 knows how to do something		Core in relation to skills as it develops students' ability to express ability or lack of it using functional language	
	Express how certain/uncertain one is of something.		Core in relation to skills as it 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 something.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
<b>Express and find out basic feelings and emotional states.</b>				
	Justify likes and/or dislikes.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		8 periods
	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 manner.		Core in relation to skills as it develops students' ability to communicate in a proper social context using their repertoire to promote self-actualization	
	Express satisfaction and/or dissatisfaction with a particular situation.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

	Express and inquire about intentions.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Explain preferences based on pleasant and/or unpleasant previous experiences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Empathize with characters in a story, and explain what one would do in a similar situation.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	<b>Use appropriate sociolinguistic rules.</b>			
	Give cues to end a conversation.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		4 periods
	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	
	<b>Develop grammatical competence (lexis, phonology, syntax) in increasingly complex situations.</b>			
	Invent new contexts for learned and acquired words.		Core in relation to skills as it develops students' ability to transfer knowledge	6 periods

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

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

	Practice transcription of capital letters and lowercase letters.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		4 periods
	Group and write cursive letters according to different types of strokes, slants, and orientation (ascenders and descenders).		Core in relation to skills as it develops students' ability to join successive letters 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 sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Record data on a graph.		Core in relation to skills as it develops students' ability to organize, classify and communicate ideas effectively	
	<b>Spell regularly used words which observe common patterns.</b>			
	Create as many words as one can from a given word.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		5 periods

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

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

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



	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 and syntax errors.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Interpret simple correction signs and symbols.	Prerequisite from Grade 3 to 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 locate any errors one might have missed.		Core in relation to skills as it develops students' ability to 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 different types of publishing.		Core in relation to skills as it develops students' ability to publish.	
	<b>Develop writing skills through guided and semi-guided activities.</b>			
	Rearrange words/phrases/sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		8 periods
	Unscramble mixed-up sentences into a coherent paragraph		Core in relation to skills as it develops students' ability to sequence events in context	
	Indicate pairs of sentences where a comma is insufficient as a punctuation mark.		Core in relation to skills as it develops students' ability to detect when to use a comma e.g. before a coordinating conjunction (and, but, yet,) when it joins two complete ideas and between all items in a series.	
	Unscramble and write, 'first,' 'second,' 'last' in the right places.		Core in relation to skills as it develops students' ability to sequence events in context	
	Match scrambled topic sentences to scrambled concluding sentences.		Core in relation to skills as it develops students' ability to comprehend and use clues to determine the correct item	

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

	Write things to avoid.		Core in relation to skills as it develops students' ability to eliminate using logical thinking	
	Write directions for how to get somewhere.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Write a story about a personal experience with details to describe actions, thoughts, and feelings.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Describe the most interesting character/scene in the story one currently is reading about.		Core in relation to skills as it develops students' ability to select and transfer information	
	Write a short descriptive piece with descriptive details.	Prerequisite from Grade 3 to 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	
Thinking	Develop a repertoire of metacognitive strategies to solve language processing problems.			
	Examine titles, pictures, first and last lines to previous discourse	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

	Classify information in semantic groups, lexical sets, timelines, and graphic organizers.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify irrelevant information.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	<b>Develop confidence and autonomy as life-long learners.</b>			
	Request assistance from peers, adults, parents.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Give and receive feedback on work presented.	Prerequisite from Grade 3 to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الرابع الأساسي

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Four		<b>Cycle 2 of Basic Education</b>	
<b>References:</b> 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)					
<b>Details of the Curriculum Content</b>					
		<b>Criterion for classifying each as core</b>		<b>Allocated Periods</b>	
			<b>Core in terms of knowledge, skills, attitudes, and / or values</b>	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.	
<b>Skill</b>	<b>Core Objectives and Performance Tasks</b>	<b>Prerequisites with Identification</b>			
<b>Listening</b>	<b>Comprehend explicit information in spoken discourse.</b>				
	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 match oral description.		Core in relation to skills as it develops students' ability to connect active listening and attention to details	
	Recall major events heard.		Core in relation to skills as it 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	
	<b>Comprehend and interpret spoken discourse.</b>			8 periods
	Distinguish between main idea and details.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Identify the feelings of a speaker in a dialogue or short talk.		Core in relation to skills as it 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 description heard.		Core in relation to skills as it develops students' ability to identify descriptive language mainly related to the five senses	



	Predict content or outcomes of situations &/or information shared orally on the basis of familiar experiences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Comprehend, appreciate, and enjoy literary spoken discourse.				
	Relate the actions and/or feelings of speakers to personal experiences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		10 periods
	Comment positively on the information conveyed.		Core in relation to skills as it develops students’ ability to provide feedback on content	
	Repeat short and simple poems, rhymes and chants.		Core in relation to skills as it 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 analysis skills.				
	Recognize the lexical family to which a word belongs.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		10 periods
	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 structure.		Core in relation to skills as it 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 connectors.		Core in relation to skills as it develops students' ability to identify transitionals and connectors	
<b>Reading</b>	<b>Comprehend varied written discourse (prose and non-prose).</b>			
	Ask and Respond to 'Wh-', 'Yes/No' and 'T/F' questions in complete sentences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		9 periods
	Recall stated main ideas and/or details in informational and narrative passages.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Retell story events in sequence using chronological connectors.	Prerequisite from Grade 4 to 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 charts according to description.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

	Comprehend and interpret written discourse.			
	Complete cause and effect statements based on simple narrative texts.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		9 periods
	Identify facts and opinions, fantasy and reality, problem and solution, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Predict contents of a reading selection based on a title and/or illustrations.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Infer logical consequences after reading a text.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Distinguish the major differences between two objects / characters, event, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Arrange events in chronological order.		Core in relation to skills as it develops students' ability to identify patterns of organization	
	Comprehend, appreciate and enjoy literary written discourse.			
	Comment on setting and characters with reference to key details in text.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		8 periods
	Express personal feelings about characters, events, stories, visuals, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

	Identify and use contextual signal clues to determine the particular meaning of words.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Label or suggest synonyms and antonyms.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	React to literature physically or through art craft (clay model, drawing, etc.).		Core in relation to skills as it develops students' ability to 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	
	<b>Expand linguistic analysis skills.</b>			
	Assemble word families into appropriate graphic organizers.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		10 periods
	Identify recurrent grammatical structures.		Core in relation to skills as it develops students' ability to reinforce what has been learnt	
	Identify and use contextual signal - clues to determine the particular meaning of words.		Core in relation to skills as it develops students' ability to determine comprehension on the word level	
	Label or suggest synonyms and antonyms.		Core in relation to skills as it develops students' ability to enhance lexical knowledge	

	Name the parts of speech of new words.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Read grade-level text orally with accuracy, appropriate rate, and expression and without hesitation.		Core in relation to skills as it develops students’ ability to read fluently	
	Read grade-appropriate sight words (grade Dolch words).	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Oral Communication	Convey information and ideas.			
	Answer questions related to self, others, and various content-matter areas.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		8 periods
	Suggest a list of objects necessary for doing something.		Core in relation to skills as it develops students’ ability to prioritize what is needed	
	Describe a person, a place, an event, an object, the weather, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Relay messages, commands or a set of instructions.		Core in relation to skills as it 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 characters and actions in a story, TV program, play, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		9 periods
	Give reasons for accepting or rejecting an offer or a course of action.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Make suggestions to peers.		Core in relation to skills as it develops students' ability to communicate cooperatively with others	
	<b>Express feelings, interests and attitudes.</b>			
	Express feelings, needs, desires, preferences, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		10 periods
	Comment on other people's feelings and interests.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Exchange personal feelings in structured conversations.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	

	Justify preferences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	<b>Demonstrate verbal participatory skills in oral presentations, discussions, and simulations.</b>			
	Contribute constructively to conversations and role-play.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		9 periods
	Use appropriate polite ways to attract attention, interrupt or greet an adult and/or peer.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Make positive statements about peer's oral presentations.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Retell story at recall level to peers or others.		Core in relation to skills as it develops students' ability to communicate with others using what was learnt	
	Produce appropriate intonation and stress in speech to emphasize meaning.		Core in relation to skills as it develops students' ability to speak fluently	

Written Communication	Generate transactional writing.			
	Complete I.D's, and family trees.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	7 periods
	Write short comments about projects, activities, visuals, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Write menus, recipes, and shopping lists.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Write simple notes, letters to pen-pals and invitation cards.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Produce creative writing.			
	Rewrite the end to the story.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		7 periods
	Keep a journal / diary on a regular basis.		Core in relation to skills as it 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 academic writing.				
	Report on major events of a story, school activities, community life, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		7 periods
	Generate questions on the story for others to answer.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Write simple narrative paragraphs with clear opening and concluding sentences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Review one's and others' writing.				
	Use a checklist to refine content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		7 periods
	Revise words, sentences and ideas of a written piece.		Core in relation to skills as it develops students' ability to read critically and correct the product	

	Proofread and edit a piece of writing.		Core in relation to skills as it develops students' ability to embellish writing through adding or replacing missing or repeated words, reordering sentences in addition to checking the beginning, middle, and end of the writing. It also includes correcting spelling, capitalization, checking for a main idea, spelling and grammar	
	Interpret and use correction signs and symbols.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Participate in guided activities.			
	Provide descriptions using memorized expressions.		core in relation to skills as it develops students' ability to develop <i>accuracy</i> 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 sentences in the correct order.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Construct simple and compound sentences using appropriate connectors.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Develop confidence in ability to communicate in writing.			
	Read one's writing to peers.		Core in relation to skills as it develops students' ability to read with fluency to promote self-actualization	3 periods
	Contribute ideas for collaborative writing.		Core in relation to skills as it develops students' ability to contribute and collaborate	
Thinking	Demonstrate logical thinking strategies.			
	Select alternative solutions.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Determine irrelevant information in spoken or written discourse.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Predict outcomes or content.		Core in relation to skills as it develops students' ability to students to use information available, and prior knowledge to anticipate what will happen	

	State reasons to support an opinion.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Use chronological order to organize a set of information.		Core in relation to skills as it develops students' ability to sequence events in context	
	<b>Transfer knowledge and skills from one situation to another.</b>			
	Identify similarities and differences in content across subjects.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Relate what one is learning to familiar experiences or prior knowledge.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

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

## الأهداف 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 curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Comprehend explicit information in spoken discourse.				
	Form and respond to referential questions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		10 periods	
	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 picture to match oral description.		Core in relation to skills as it develops students' ability to connect active listening and attention to details with drawing	
	Identify phrases and sentences that have been added to original version.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Respond physically to verbal messages.		Core in relation to skills as it develops students' ability to listen actively and communicate through TPR	
	Take down specific information and structures.		Core in relation to skills as it 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	
	<b>Comprehend and interpret spoken discourse.</b>			10 periods
	Assign details to main ideas.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Interpret tone of speakers.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

	Arrange ideas into story frames and webs.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Infer similarities and differences of physical descriptions heard.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Draw plausible conclusions of situations &/or information shared orally about outcomes or content.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Relate content and/or message heard to personal experiences or prior knowledge.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Identify problem and solution, facts and opinions.	Prerequisite from Grade 5 to 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	
	Comprehend, appreciate, and enjoy literary spoken discourse.			

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



	Match intonation patterns to emotions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	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	
Reading	Comprehend varied written discourse (prose and non-prose).			
	Respond to various types of referential questions in complete sentences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		10 periods
	Recall main ideas, actions, objects, or events, etc. in informational and narrative passages.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Retell in sequence the contents of a short text in own words using complete sentences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Replace pronoun referents with proper nouns.	Prerequisite from Grade 5 to 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 familiar topic.		Core in relation to skills as it develops students' ability to use prior knowledge to construct a text	
	<b>Comprehend and interpret written discourse.</b>			
	Identify cause and effect relationships, facts and opinions, main ideas and supporting details in narrative and informational texts.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		10 periods
	Predict contents of a text by accessing prior knowledge and experience.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Revise predictions of outcomes / consequences from textual clues.		Core in relation to reading skills as it develops students' ability to use information available, and prior knowledge to anticipate what will happen	
	Infer logical consequences by relating causal relationships.		Core in relation to skills as it develops students' ability to use reasoning regarding causes and effects	
	Compare and contrast major similarities / differences between two objects, characters, activities, etc.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

	Recognize main literary form (poetry and prose).		Core in relation to skills as it 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	
	Comprehend, appreciate and enjoy literary written discourse.			
	Explain personal identification with a character.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	9 periods
	Evaluate the author's solution with reference to key details in text.		Core in relation to skills as it develops students' ability to think critically after revisiting the content	
	Identify and use transparent context clues to infer the particular meaning of words, multiple meaning words, and idiomatic expressions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Combine word parts to create new words.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Select or suggest synonyms, antonyms, and homographs.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

	React to literature physically or through art-craft (collage, painting, writing a verse, etc.)		Core in relation to skills as it develops students' ability to connect acquired learning to creative production	
	Compare and contrast major similarities/differences between two objects, characters, activities, etc.		Core in relation to skills as it develops students' ability to find and express similarities and difference	
	Expand linguistic analysis skills.			
	Infer a grammar rule from examples.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		7 periods
	Classify new words into established patterns.		Core in relation to skills as it develops students' ability to organize and classify words	
	Read grade-level text orally with accuracy, appropriate rate, and expression.		Core in relation to skills as it develops students' ability to read aloud	
	Read grade-appropriate sight words (part one of the nouns Dolch words).	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Identify common connectives in narrative and informational texts.		Core in relation to skills as it develops students' ability to use different types of connectives in context	
	Determine word meaning through analysis of suffixes and prefixes.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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

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

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

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



	Devise announcements, instructions, ads, etc... following a certain model.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Complete forms for school-related activities.		Core in relation to skills as it develops students' ability to complete different formats	
	<b>Produce creative writing.</b>			6 periods
	Add events to a narrative piece with descriptive details.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Maintain a journal / diary on a regular basis.	Prerequisite from Grade 5 to 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: <i>themes of humor, topics on issues, telling stories, making comic strips, or presenting characters</i> using concise language	
	Make up short, free verse poems, - songs, riddles, etc.		Core in relation to skills as it develops students' ability to be creative.	
	Create a new verse for a well-known song using the same tune and rhyme.		Core in relation to skills as it 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 academic writing.			
	Write a school-related report to present to an audience.		Core in relation to skills as it develops students' ability to design the content and present to an audience	6 periods
	Formulate referential questions on the story for others to answer.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Develop paragraphs in the following rhetorical modes: narration and how-to process.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Organize notes in summary form.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Review one's and others' writing.			
	Use a checklist to refine content and form.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		6 periods
	Revise the composition by adding or deleting ideas or words.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Proofread and edit a piece of writing.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

	Elicit advice from peers for correction of content.		Core in relation to skills as it develops students' ability to accept other's opinions and work cooperatively	
	Add descriptive words to better express mood or feelings.		Core in relation to skills as it develops students' ability to use learnt adjectives and adverbs	
	Participate in guided activities.			
	Provide an appropriate title, topic or concluding sentence.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		6 periods
	Arrange scrambled sentences / paragraphs in the correct order.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Use suitable joining words to devise compound sentences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Chart similarities and differences on a graphic organizer.	Prerequisite from Grade 5 to 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.			

	Write one’s part in collaborative writing activities.		Core in relation to skills as it develops students’ ability to share ideas and contribute to a written piece	6 periods
	Use a checklist to elicit feedback from peers on content and form.		Core in relation to skills as it develops students’ ability to monitor their own work	
	Submit writing to the school magazine.		Core in relation to skills as it develops students’ self – evaluation to be confident to publish to a targeted audience	
Thinking	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 classes		
	Summarize information using charts and frames.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Prioritize a list of facts, items, assignments for the completion of a task, etc.		Core in relation to skills as it develops students’ ability to prioritize for finalizing a task	

	Visualize a printed or oral text through the use of graphic organizers, illustrations or dramatizations.		Core in relation to skills as it develops students' ability to analytically view the product	
	Deduce rules based on linguistic analysis.		Core in relation to skills as it develops students' ability to reach conclusions by reasoning or inferring from a general principle	
	<b>Transfer knowledge and skills from one situation to another.</b>			
	Retrieve knowledge and skills from other content areas.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Access prior knowledge to draw relationships.	Prerequisite from Grade 5 to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف السادس الأساسي

Subject Matter: English Language and Literature		Grade: Six		Cycle 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					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Comprehend explicit information in spoken discourse.				
	Generate questions on text.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		12 periods	
	Comment on oral descriptions.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Retell story in own words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Restate steps in a process.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Recognize irrelevant information.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			

	Follow a set of instructions.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	<b>Comprehend and interpret spoken discourse.</b>			
	Plot main ideas and details using graphics organizers.		Core in relation to skills as it develops students' ability to find the main point of a paragraph and specific information supporting it	12 periods
	Discuss hidden messages in speaker's short talk or dialogue.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Comment on tone.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Arrange ideas into story frames and webs taking into consideration key terms and transitionals.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Compare and contrast different descriptions of one item, event or person.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Provide alternative solutions to problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Interpret non-verbal communication.		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	

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



	Discuss main ideas and events in informational and narrative passages.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Paraphrase the contents of a short text using complete sentences.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Identify and explain pronoun referents.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Fill in a cloze passage on varied narrative texts.		Core in relation to skills as it develops students' ability to 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 non-prose texts (graphs, charts, diagrams, etc.)		Core in relation to skills as it develops students' ability to comprehend, choose essential words, guide the readers	
	Chart specific information.		Core in relation to skills as it develops students' ability to classify	
	<b>Comprehend and interpret written discourse.</b>			
	Explain cause and effect relationships in narrative and informational texts.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		10 periods

	Distinguish between personal opinions and factual opinions.		Core in relation to skills as it develops students' ability to comprehend and develop their critical and analytical skills in both reading and listening	
	Differentiate between fiction and non-fiction.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Discuss elements of fiction and non-fiction.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Predict contents of a text by accessing knowledge from content matter areas and from personal experiences.		Core in relation to reading skills as it develops students' ability to use information 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 about outcomes.		Core in relation to skills as it develops students' ability to comprehend using higher level guiding questions (why, how, what) and clues to connect outcomes with justifications	

	Categorize similarities and differences between characters, actions, feelings, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Order information into various logical sequences		Core in relation to skills as it develops students' ability to organize information	
	Comprehend, appreciate and enjoy literary written discourse.			
	Justify feelings about characters, events, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		6 periods
	Infer meaning from specific examples, definitions, or from general context.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Analyze word parts to deduce meaning of new words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Recognize and provide synonyms, antonyms, homographs, and homophones.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Expand linguistic analysis skills.			
	Read grade-level text orally with accuracy, appropriate rate, and expression.		Core in relation to skills as it develops students' ability to read aloud	10 periods
	Read grade-appropriate sight words (part two of the nouns Dolch words).		Core in relation to skills as it develops students' ability to 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 base.		Core in relation to skills as it develops students’ ability to classify words that are formed from existing words in context ( e.g. treatment from treat)	
	Interpret basic connotations of high frequency words.		Core in relation to skills as it 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 organize vocabulary.		Core in relation to skills as it develops students’ ability to be creative	
	Infer meaning from specific examples, definitions, or form general context.		Core in relation to skills as it develops students’ ability to infer meaning	
Oral Communication	Convey information and ideas.			
	Discuss topics from different content matter areas.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		10 periods

	Explain the process of making things.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Compare and contrast two similar pictures, objects, persons.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Narrate major historical events, calamities, disasters which happened in the country or the world at large.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Suggest plans for projects, games, holidays, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Reteach a part of a lesson to a peer using illustration and visuals.		Core in relation to skills as it develops students' ability to demonstrate deep understanding of a text using visuals representations of information	
	<b>Exchange opinions and interpretations.</b>			8 periods
	Question the actions of main characters in a story, TV program, play, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Examine reasons for actions, behaviors, moods, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Propose justifications for usual behavior and explanations for natural phenomena, events or calamities.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		

	Convince others of personal point of view.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	
	Create an alibi for self or another character.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	
	Interpret visuals, graphics, logos, ads, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Give examples of inventions and say how they changed our lives.		Core in relation to skills as it develops students' ability to connect learning to real life situations	
	<b>Express feelings, interests and attitudes.</b>			8 periods
	Describe personal moods, feelings, and reactions to specific current events.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Examine strategies for coping with personal/social problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Discuss aptitudes, requirements, and routine needs.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Empathize with the problems of others.		Core in relation to skills as it develops students' ability to use appropriate language to express feelings	

Demonstrate verbal participatory skills in oral presentations, discussions, and simulations.			
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	

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



	Devise poems, songs, riddles, jokes, and sketches.		Core in relation to skills as it develops students' ability to create a text of a particular genre	
	Extend a story with a series of new events.	Prerequisite from Grade 6 to 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 basis.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Create captions for visuals, posters, advertisements, etc.		Core in relation to skills as it develops students' ability to create captions and make inferences using clues from visuals and prior knowledge	
	<b>Produce academic writing.</b>			6 periods
	Write a report on various assigned topics.		Core in relation to skills as it develops students' ability to design the content and present to an audience	
	Compose coherent organized paragraph(s) in the following rhetorical modes: narration, compare and contrast, description and how-to process.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Summarize narrative texts from graphic organizers.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		

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

	Reconstruct a paragraph by replacing existing words and phrase with new ones.		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.			
	Read one's writing to peers.		Core in relation to skills as it develops students’ ability to communicate with others and read aloud expressively	6 periods
	Submit writing to the school magazine.		Core in relation to skills as it develops students’ self - confidence to publish to the public	
	Contribute ideas for shared writing.		Core in relation to skills as it develops students’ ability to contribute to a shared piece of writing	
	Discuss drafts with team members.		Core in relation to skills as it develops students’ ability to revise and edit collaboratively	
Demonstrate logical thinking strategies.				
Thinking	Solve a variety of real life situation problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Rank an idea or opinion according to order of importance.	Prerequisite from Grade 6 to 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, terminology according to their attributes.		Core in relation to skills as it develops students' ability to systematically group items by kind	
	Evaluate information extracted from a text.		Core in relation to skills as it develops students' ability to analyze information objectively, compare and make reasoned judgments	
	Apply inductive and deductive reasoning to infer language rules.	Prerequisite from Grade 6 to Grade 7 and subsequent classes	Core in relation to skills as it develops students' ability to use both approaches: <i>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</i>	
	<b>Transfer knowledge and skills from one situation to another.</b>			
	Make verbal associations between new information and information previously learned.		Core in relation to skills as it develops students' ability to analyze information objectively, compare and make reasoned judgments	

	Relate what one in learning to personal experiences or prior knowledge.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
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**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 التعليمية المطلوبة لمنهج مادة 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 Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Identify main ideas.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		12 periods	
	Follow directions and instructions.		Core in relation to skills as it develops students’ ability to follow rules		
	Dramatize a situation described.		Core in relation to skills as it develops students’ ability to release stress and show talents		

	Order sequence and series of events.		Core in relation to skills as it develops students' ability to remember and recall ideas	
	Recognize and discriminate aspects of spoken discourse.			
	Use cloze procedure to focus on a specific linguistic component.		Core in relation to skills as it develops students' ability to utilize language components	12 periods
	Identify setting and topic.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Paraphrase events/actions of what is heard.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Use graphic organizers to chart information heard.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Outline ideas based on clues.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Demonstrate critical understanding of spoken discourse.			
	Propose an alternative to a plan presented by a speaker.		Core in relation to skills as it develops students' ability to solve problems	12 periods
	Identify the speaker's purpose, tone and attitude.		Core in relation to attitude as it develops students' ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	

	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	
	Identify differences between two versions of an incident.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Provide a plausible conclusion.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Relate ideas to one's experience.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	<b>Comprehend written discourse using text-related clues.</b>			
	Fill in a cloze passage with appropriate word forms.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		12 periods
	Identify context clues which help decode unfamiliar lexis.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Match underlined vocabulary words to synonyms/antonyms/definitions/p hrasal verbs	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	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 and suffixes found in the text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	<b>Demonstrate critical understanding of a text.</b>			
			Core in relation to skills as it develops students' ability to be objective	12 periods
<b>Reading</b>	Distinguish fact from opinion.			



	Select the appropriate outcome or conclusion.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify cause-effect chains mentioned.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	List similarities/differences in two articles on the same subject.		Core in relation to skills as it develops students' ability to balance and view the same issue from different perspectives	
	Identify the author's purpose.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify cause-effect chains mentioned.		Core in relation to skills as it develops students' ability to find connections	
	Choose the best title for an extract/story/poem or article.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Select the context for an extract.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Interpret charts, graphs, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Determine the author's attitude.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	Develop basic comprehension of appropriate literature.			

	Identify main characters, setting, and theme.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		12 periods
	Summarize the plot elements of a story.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	State the problems faced by the main character(s).	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Read poems or passages aloud with appropriate intonation, rhythm, and phrasing.		Core in relation to skills as it develops students’ ability to read fluently	
	Design a poster/ad for a literary work.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Oral Communication	Seek and/or provide information.			
	Describe the steps of a simple process.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		12 periods
	Report a personal incident.		Core in relation to skills as it develops students’ ability to personalize their learning	
	Explain scientific facts.		Core in relation to skills as it develops students’ ability to use proper reasoning	
	Give directions / instructions.		Core in relation to skills as it develops students’ ability to follow a specific structure	
	Communicate and/or justify intellectual / emotional / moral issues and positions.			
	Deny an accusation.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		12 periods
	Say why you agree/disagree.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

	Propose a solution to a problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Describe the way characters from different stories must have felt in a given situation.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Give one or more reasons why you refuse to do something.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Give one or more reasons why you believe you're capable / incapable of doing something.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	<b>Initiate /sustain and conclude a variety of practical /social and professional conversation acts.</b>			12 periods
	Initiate /conclude a conversation.		Core in relation to attitudes as it develops students' ability to start and end a conversation in a polite way	
	Propose a process.		Core in relation to skills as it develops students' ability to develop creative and critical thinking	
	Conduct an interview.		Core in relation to skills as it develops students' ability to experience real life situations	
	Give an oral report on a book, movie, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	

	Discuss and take a stand on issues from subject areas.		Core in relation to skills as it develops students' ability to state opinions and give logical justifications	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
<b>Written Communication</b>	<b>Develop and enhance writing skills through semi-guided activities.</b>			
	Punctuate an unedited text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		8 periods
	Write a suitable title for a given paragraph.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Select an appropriate topic or concluding sentence.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Combine sentences with a suitable joining word.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Mark places where connectives are missing/inadequate in a text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Fill in missing cohesive devices in a text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Distinguish between relevant/irrelevant details.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Reconstruct scrambled texts.		Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things	

	Given the topic and concluding sentences, write the body.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	<b>Produce expressive, transactional, and creative writing.</b>			
	Rewrite the end of a story.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		14 periods
	Write a journal/diary on a regular basis.		Core in relation to values as it develops students' self actualization	
	Make lists of instructions, reminders, homework assignments, and books read.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Fill out a form to join a school club.		Core in relation to skills as it develops students' ability to fill applications	
	Write short thank-you note.		Core in relation to skills as it develops students' ability to express themselves in real life situations	
	Leave a friend a short message.		Core in relation to skills as it develops students' ability to express themselves in real life situations	
	Write a short report on a visit, film, book.		Core in relation to attitude as it develops students' ability to reflect their own views	

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

	Use correction signs and symbols to revise drafts.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Delete words/phrases/irrelevancies.		Core in relation to skills as it develops students' ability to be specific	
	Rearrange words/phrases/sentences.		Core in relation to skills as it develops students' ability to edit and proofread	
	Check on writing for misspelled words.		Core in relation to skills as it develops students' ability to edit and proofread	
	Indicate places where more supporting detail (facts, examples) is required.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Indicate places where short sentences can be joined with a transition word.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Share writing through oral reading.		Core in relation to values as it develops students' self confidence	
	Design a poster for your writing.		Core in relation to values as it develops students' ability to self-express themselves and boost their creativity	

Thinking	Develop thinking strategies in problem-solving, decision-making and conceptualizing.			
	Identify a problem presented in a text.		Core in relation to skills as it develops students' ability to deal with problems	
	Organize graphically data which represent a problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Choose an appropriate solution/plan for a given problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Paraphrase, summarize and organize text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Define a goal for self or group.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify options for attaining the goal.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Brainstorm alternatives related to the same concept.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify examples and attributes related to a concept.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Classify, organize and categorize information.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Develop critical thinking skills.			
	Distinguish between facts and opinions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		



	Identify the source.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify components of an argument.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Generate simple questions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Determine irrelevant information.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify common types of logical fallacies in an argument.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Draw appropriate conclusions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Give and receive feedback.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Recognize patterns of deductive, inductive and analogical reasoning.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	<b>Transfer information from one context to another.</b>			
	Make logical inferences based on the text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify learned strategies to solve new problems.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Classify information.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Order a sequence of events.		Core in relation to skills as it develops students' ability to organize their thoughts	

	Synthesize ideas from sources to produce sentences, paragraphs.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Evaluate information against a set of established criteria.		Core in relation to skills as it develops students' ability to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثامن الأساسي

Subject Matter: English Language and Literature		Grade: Eight		Cycle 3 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Distinguish between the main idea and supporting details.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		12 periods	
	Dramatize a role in a dialogue.	Prerequisite from Grade 8 to Grade 9 and subsequent classes			
	Predict likely outcomes.		Core in relation to skills as it develops students’ ability to make logical predictions		

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

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

	Reinforce the use of context clues which help decode unfamiliar lexis.		Core in relation to skills as it develops students' ability to find meanings from context clues	
	Match a given word with its appropriate collocate.		Core in relation to skills as it develops students' ability to use language components	
	<b>Demonstrate critical understanding of a text.</b>			
	Discuss the author's purpose.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		12 periods
	Supply a suitable title for a given extract/story/poem/article/ad.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Analyze the author's attitude.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Identify cause-effect events.		Core in relation to skills as it develops students' ability to find connections	
	Provide an alternative outcome or conclusion.		Core in relation to skills as it develops students' ability to make logical predictions	
	Choose an appropriate completion to the missing part of a text.		Core in relation to skills as it develops students' ability to make connections	
	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	

	Compare and contrast two articles on the same subject.		Core in relation to skills as it develops students' ability to balance and view the same issue from different perspectives	
	Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Draw a suitable inference about a text based on personal experiences.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	<b>Develop basic comprehension of appropriate literature.</b>			12 periods
	Discuss the main characters, setting, theme and plot.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Trace the development of characters in the story.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Paraphrase the problem(s) which the main character faces.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Analyze the author's/poet's use of figures of speech.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.		Core in relation to skills as it develops students' reading 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	
	Design a jacket/flyer/ad for a specific literary work.		Core in relation to values as it develops students' ability to self-express themselves and boost their creativity	
Oral Communication	Seek and/or provide information.			
	Explain the steps of a complex process.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		12 periods
	Explain cause/effect relationships.		Core in relation to skills as it develops students' ability to find connections	
	Compare two methods of doing something.		Core in relation to skills as it develops students' ability to find connections	
	Report an incident when a classmate was discriminated against.		Core in relation to values as it develops students' ability to notice signs of violation of human rights	
	Communicate and/or justify intellectual / emotional / moral issues and positions.			
	Deny an accusation and explain why.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		12 periods
	Explain in detail why you agree /disagree.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		



	List two possible solutions to an academic problem.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		12 periods
	Give a short speech.		Core in relation to skills as it develops students' ability to leave an impact on others	
	State the reasons why you have certain fears or worries.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.			
	Summarize and conclude a discussion.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Introduce a guest speaker.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Discuss and take a stand on issues from subject areas.		Core in relation to skills as it develops students' ability to state opinions and give logical justifications	
	Apply turn-taking techniques.		Core in relation to skills as it develops students' ability to communicate in real life situations	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	Written Communication	Develop and enhance writing skills through semi-guided activities.		
Use appropriate punctuation marks.		Prerequisite from Grade 8 to Grade 9 and subsequent classes		10 periods
Write a suitable topic/concluding sentence for a given paragraph.		Prerequisite from Grade 8 to Grade 9 and subsequent classes		

	Create a suitable heading/title for a given paragraph/essay.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Provide suitable connectives where needed.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Unscramble the paragraphs in a 3-4 paragraph essay.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Introduce suitable supporting details.		Core in relation to skills as it develops students' ability to be persuasive and credible	
	Generate concluding sentences for incomplete paragraphs.		Core in relation to skills as it develops students' ability to end their paragraphs in a relevant manner	
	Write an outline.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Reconstruct scrambled texts.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
	<b>Produce expressive, transactional, and creative writing.</b>			12 periods
	Write a journal/diary on a regular basis.		Core in relation to values as it develops students' self actualization	
	Make lists of instructions, reminders, homework assignments, books read.		Core in relation to skills as it develops students'	

	Complete an application form.		professional and transferable abilities	
	Write a reminder about a party/homework/assignment.			
	Write a notice for a bulletin board.			
	Write a report on a visit, film, book, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	
	Fill out a chart.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Describe the most interesting character in a story.		Core in relation to skills as it develops students' ability to be selective and to justify their choices	
	Narrate two major events in a story.		Core in relation to skills as it develops students' ability to make choices	
	Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
	Apply process writing skills.			
Apply a timeline to organize ideas.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		14 periods	
Use editor's notes to revise papers.	Prerequisite from Grade 8 to Grade 9 and subsequent classes			

	Join short sentences with transition words	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes	
	Identify the purpose of a writing task.		Core in relation to attitude as it develops students' ability to set a clear purpose	
	Identify the audience: self, peers, teacher, other.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience	
	Delete words/phrases/irrelevances.		Core in relation to skills as it develops students' ability to make appropriate choices	
	Add words/phrases/sentences where necessary.			
	Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.		Core in relation to attitude as it develops students' ability to describe and convey feelings	
	Conduct a structured interview with peers to elicit feedback on language and content.		Core in relation to skills as it develops students' communication strategies	
	Share writing through oral reading.		Core in relation to values as it develops students' self confidence	

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

	Provide an appropriate solution for a given problem.		Core in relation to skills as it develops students' ability to solve problems in a logical manner	
	Assess the plan against a set of established criteria.		Core in relation to skills as it 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	
	<b>Develop critical thinking skills.</b>			
	Generate questions of average complexity.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Examine irrelevant information.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Recognize logical fallacies in arguments.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Form new concepts through drawing analogies with other content areas.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Distinguish between appropriate/inappropriate conclusions.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Differentiate between patterns of deductive, inductive and logical reasoning.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		

	Verify the credibility of the source.		Core in relation to skills as it develops students' ability to make scientific choices	
	Give and receive feedback.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	<b>Transfer information from one context to another.</b>			
	Distinguish between inferences and restatements based on the text.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Use learned strategies to solve new problems.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Determine the most appropriate way to classify information categories.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Synthesize ideas from sources to produce stories.	Prerequisite from Grade 8 to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف التاسع الأساسي

Subject Matter: English Language and Literature		Grade: Nine		Cycle 3 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Paraphrase the main idea	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods	
	Make inferences based on prior knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Dramatize a whole situation/event described.	Prerequisite from Grade 9 to First Secondary and subsequent classes			



	Explain idiomatic connotations.		Core in relation to skills as it develops students' ability to go beyond the phrase's literal meaning	
	Design a plan to solve a problem.		1. Core in relation to skills as it develops students' ability to set logical plans	
	Present jumbled events in chronological order.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
	Recognize and discriminate aspects of spoken discourse.			
	Discuss setting and topic.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Identify correct register/accent/type of language used	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Draw a topic outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Provide definitions/synonyms to vocabulary words heard.		Core in relation to skills as it develops students' ability to enrich their lexical repertoire	

	Summarize main points in a text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Use graphic organizers to chart information heard.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Use cloze procedure to focus on specific discourse markers		Core in relation to skills as it develops students' ability to utilize language components	
	Paraphrase events and points of view presented.		Core in relation to skills as it develops students' ability to utilize language components and to organize ideas and restructure them	
	<b>Demonstrate critical understanding of spoken discourse.</b>			12 periods
	Criticize speaker's opinions and attitude.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Compare/contrast two versions of the same piece of news.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Analyze emotional impact of audio input.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Provide a plausible explanation.		Core in relation to skills as it develops students' ability to make their viewpoints valid	

	Propose an alternative to a viewpoint/solution.		Core in relation to skills as it develops students’ ability to solve problems	
	Explain speaker's purpose, tone and attitude.		Core in relation to attitude as it develops students’ ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	
	Distinguish facts from opinions.		Core in relation to skills as it develops students’ ability to be objective	
Reading	Comprehend written/ printed discourse using text-related clue.			
	Fill in a cloze passage with appropriate transitional and idiomatic expressions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Review the use of synonyms/antonyms/definitions/p hrasal verbs/idiomatic expressions for underlined vocabulary words in the passage.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select the appropriate collocate or given word.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reinforce the use of prefixes and suffixes found in a text and give further examples of words which can be formed of these.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Demonstrate critical understanding of a text.			

	Provide an alternative outcome or conclusion and justify it.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Paraphrase cause-effect events.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Complete the missing part of a text.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Justify your choice of a title for an extract/story/poem or article.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Make a topic or sentence outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Make appropriate inferences about characters, themes and events.		Core in relation to skills as it develops students' ability to read between the lines	
	Distinguish between stated and implied information in a text.		Core in relation to skills as it develops students' ability to think beyond the text	
	Compare/contrast two short stories you have read.		Core in relation to skills as it develops students' ability to balance things	
	Identify context of an extract.		Core in relation to skills as it develops students' ability to understand and draw conclusions	

	Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Analyze attitude in the text.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	Develop basic comprehension of appropriate literature.			
	Analyze main characters, setting, theme, and plot.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Discuss how the following elements developed: theme, character, plot, setting.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Rate author's use of figures of speech.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.		Core in relation to skills as it develops students' ability to utilize reading strategies	
	Create your own verse by using a poem as a model of style.		Core in relation to skills as it develops students' creativity	
Oral Communication	Seek and/or provide information.			
	Explain why certain cause/effect relationships in science occur.	Prerequisite from Grade 9 to First Secondary and subsequent classes		10 periods

	Propose and justify plans.		Core in relation to skills as it develops students' ability to set plans and justify choices	
	Compare two methods of doing something.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Communicate and/or justify intellectual / emotional / moral issues and positions.			
	Deny an accusation and defend a position.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Evaluate two possible solutions to a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Express your attitude towards a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Give oral presentations on assigned topics.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Compare two issues.		Core in relation to skills as it develops students' ability to make connections	
	Describe the way a person must have felt when own friends abandoned him/her.		Core in relation to values as it develops students' ability to show sympathy	
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.			

	Summarize the highlights of a debate and conclude it.	Prerequisite from Grade 9 to First Secondary and subsequent classes		14 periods
	Use transitionals to move logically from one point to another.		Core in relation to skills as it develops students' ability to make their ideas easier to follow	
	Debate the advisability of a certain profession.		Core in relation to skills as it develops students' transferable and professional abilities	
	Give an oral report on a breakthrough in medicine, science, technology, etc.		Core in relation to attitude as it develops students' ability to reflect on advances in different domains	
	Discuss and take a stand on issues from subject areas.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
Written Communication	Develop and enhance writing skills through semi-guided activities.			10 periods
	State why topic/concluding sentences are irrelevant, banal, or repetitious.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Generate concluding paragraphs for incomplete essays.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Develop a four-paragraph essay from an outline and notes.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reconstruct a scrambled text.		Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things in a logical manner	
	Produce expressive, transactional, and creative writing.			
	Write a formal/informal letter and/or petitions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		12 periods
	Design simple questionnaires.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Fill out a questionnaire.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Write an open-ended dialogue about a conflict.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Rewrite a story.	Prerequisite from Grade 9 to First Secondary and subsequent classes		



	Write a response to a problem published in a magazine.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Write a journal/diary on a regular basis.		Core in relation to values as it develops students' self actualization	
	Write a short biography of a character in a story or a film.		Core in relation to values as it develops students' ability to give an objective account of someone's life	
	Write a recommendation about a book you have read or film you have seen.		Core in relation to values as it develops students' ability to help readers make an informed decision	
	Write short reports on a visit, film, book, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	
	Provide captions for cartoon strips/pictures.		Core in relation to attitude as it develops students' ability to reflect on different forms of art	
	Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
	Apply process writing skills.			
	Organize ideas into outlines, loops, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		14 periods

	Compare/contrast timelines and clusters.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select relevant material from a resource.		Core in relation to skills as it develops students' ability to make judgements about sources of information and provide evidence	
	Correct non-parallel structures.		Core in relation to skills as it develops students' ability to use the correct pattern of words	
	Add/substitute more convincing details and arguments.		Core in relation to skills as it develops students' ability to establish reasoned opinions	
	Restate/reduce a sentence to clarify meaning.		Core in relation to skills as it develops students' ability to resolve any areas of confusion or misunderstanding	
	Select and narrow a topic.		Core in relation to skills as it develops students' ability to make appropriate choices	
	Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes	
	Interview a source and take notes.		Core in relation to skills as it develops students' ability to take notes	

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

	Conduct a structured interview with peers to elicit feedback on language and content.		Core in relation to skills as it develops students' communication strategies	
	Share writing through oral reading		Core in relation to values as it develops students' self confidence	
	Post writing on bulletin board.		Core in relation to values as it develops students' self confidence and self actualization	
	Design a poster for own writing.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
	Submit writing to the school magazine.		Core in relation to values as it develops students' self confidence	
Thinking	Develop thinking strategies in problem-solving, decision-making and conceptualizing.			
	Evaluate appropriate graphic organizers.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Execute the plan by outlining course of action.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate a goal for self or group.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Assess options for attaining a goal by relating to personal experience.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Judge the plan against a set of personal criteria.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Formulate complex clarification questions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Develop and apply learned mnemonic strategies to solve learning problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Discuss a problem presented in a text.		Core in relation to skills as it develops students' ability to deal with problems	
	Devise an appropriate solution/plan for a given problem.		Core in relation to skills as it develops students' ability to solve problems	
	Determine example and attributes related to a concept.		Core in relation to skills as it develops students' ability to associate metadata	
	Paraphrase, summarize and organize a text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Classify, organize and categorize information.			
Develop critical thinking skills.				
	Examine flow of ideas/logic of argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

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

	Analyze data introduced in charts, graphs, maps, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Relate logical inferences based on the text to background knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select and use learned strategies to solve new problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reconstruct elements of text into new whole.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Synthesize ideas from sources to produce arguments and mini-research projects.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate information extracted from the text.		Core in relation to skills as it develops students' ability to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الأول الثانوي

Subject Matter: English Language and Literature		Grade: First Secondary		Secondary Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month : August - Year: 1997)					
Details of the Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for Classifying each as core		Allocated Periods	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate critical understanding of a variety of spoken discourse.				
	Identify tone, mood, intonation and register.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		10 periods	
	Identify and discuss a speaker’s motive and point of view.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes			
	Demonstrate awareness of the linguistic and organizational features of a text.				



	Identify special syntactic structures.		Core in relation to skills as it develops students' ability to understand different sentence structures	10 periods
	Identify transitionals and explain their functions.		Core in relation to skills as it develops students' ability to make connections	
	Identify key terms used.		Core in relation to skills as it develops students' ability to focus on relevant terminology	
	Demonstrate understanding of spoken discourse.			
	Identify main idea.		Core in relation to skills as it develops students' ability to focus on main points	10 periods
	Summarize arguments.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Paraphrase parts of discourse.			
Reading	Demonstrate awareness of linguistic and organizational features of text.			
	Interpret figurative language and idiomatic expressions.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		12 periods
	Identify devices of coherence and cohesion.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		

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

	Deduce and predict outcomes.		Core in relation to skills as it develops students' ability to prevent cognitive biases	
	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 propaganda.		Core in relation to attitude as it develops students' ability to think critically and make objective decisions	
	<b>Demonstrate ability to use reading strategies.</b>			4 periods
	Pre-read to establish background.		Core in relation to skills as it develops students' ability to set the scene of a certain context	
	Preview to establish general theme.		Core in relation to skills as it develops students' ability to recall prior knowledge and set a purpose for reading	
	Skim to outline main points.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Reread to retain details.		Core in relation to skills as it develops students' ability to store basic information for future use	

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

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

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

	Write a first draft.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Revise individually or in pairs/groups.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Produce other drafts as needed.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
Thinking	<b>Evaluate information given through a variety of materials.</b>			
	Criticize evidence objectively.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Draw logical conclusions.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Predict plausible outcomes.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	<b>Assess logical relationships.</b>			
	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	

Demonstrate awareness of the inter-relatedness of fields of study.				
	Transfer knowledge from one context to another.	Prerequisite from 1 <sup>st</sup> Secondary to 2 <sup>nd</sup> Secondary and subsequent classes		
	Relate textual references to experience and previous knowledge.		Core in relation to skills as it develops students' ability to 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 التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثاني الثانوي – فرع الإنسانيات

Subject Matter: English Language and Literature		Grade: Second Secondary		Secondary Education		Section: Humanities	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)							
Details of the Curriculum Content		ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core			Allocated Periods		
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and/or values		Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.		
Listening	Demonstrate awareness of different modes of spoken discourse.						
	Classify mode (persuasive, process, exposition).	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics			12 periods		
	Specify the method of development (cause /effect, comparison /contrast, definition, etc.).		Core in relation to skills as it develops students’ ability to make connections				

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

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

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

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

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

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

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



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

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

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

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

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

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

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثاني الثانوي – فرع العلوم

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Second Secondary		<b>Section:</b> Sciences	
<b>References:</b> 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)					
<b>Details of the Curriculum Content</b>	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
<b>Skill</b>	<b>Core Objectives and Performance Tasks</b>	<b>Criterion for Classifying it as core</b>		<b>Allocated Periods</b>	
		<b>Prerequisites with Identification</b>	<b>Core in terms of knowledge, skills, attitudes, and/or values</b>	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.	
<b>Listening</b>	<b>Demonstrate basic comprehension of scientific discourse.</b>				
	Summarize.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		8 periods	
	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		
	Understand specific details and information from various scientific sources.			
	Identify main points in a lecture.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		6 periods
	Extract specific details from documentaries and lectures.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Decode lectures using scientific graphic conventions.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Interpret what is heard.			
	Relate to experience.		Core in relation to skills as it develops students' ability to make connections	4 periods
	Synthesize different details into one idea.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Reading	Understand information given through language discourse pertaining to scientific and professional material.		

	Interpret scientific conventions (graphs, tables, diagrams, charts, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		6 periods
	Interpret various forms of presenting materials (abstracts, outlines, summaries, lab reports, etc.).		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	<b>Read specialized texts efficiently.</b>			
	Derive pertinent information from textbooks.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		6 periods
	Derive pertinent information from journals.		Core in relation to skills as it develops students' ability to gain appropriate information from reliable resources	
	Derive pertinent information from other sources.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	<b>Develop text-based strategies for gaining meaning.</b>			
	Use learned prefixes, suffixes and stems in the recognition and formation of new words.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		6 periods



	Guess meaning from context.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Classify words into semantic and topical categories.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
Oral Communication	Understand and produce discourse using more advanced notions of science.			
	Deliver cause/effect presentations.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences.		4 periods
	Make oral presentations on a variety of scientific situations.			
	Report on field observations.		Core in relation to skills as it develops students' ability to learn how work is actually done in real circumstances	8 periods
	Conduct interviews for research purposes.		Core in relation to skills as it 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 strategies for specific situations.			
	Present short commentaries.		Core in relation to skills as it develops students' ability to use various presentation strategies to talk about different topics	6 periods
	Moderate discussions and debates.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences.		
Written Communication	Produce specific written forms.			
			Core in relation to skills as it develops students' ability to use precise and consistent technical words	6 periods
	Define scientific terms.		Core in relation to skills as it develops students' ability to follow a logical sequence	
	Describe a process.		Core in relation to skills as it develops students' ability to understand relationships	
	Classify and categorize.			
	Understand and produce discourse using basic notions of science.			

	Develop cause/effect discourse.		Core in relation to skills as it develops students' ability to make connections	6 periods
	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	
	<b>Demonstrate ability to write effectively.</b>			
	Vary the linguistic complexity and word choice according to an audience.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		2 periods
	Use the words, expressions, and structures appropriate for topics and tasks.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	<b>Tabulate scientific information.</b>			
	Draw graphs, charts, and diagrams.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		2 periods

	Construct tables.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Utilize proper vocabulary and grammar.			
	Use technical lexis for a variety of scientific situations (proportions, shapes, properties, states, equivalence, actions, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		2 periods
	Use grammatical components most pertinent to scientific discourse (such as the passive voice, conditionals, simple verb tenses, articles and prepositions, complex sentence structures, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
Thinking	Evaluate information given through scientific conventions.			
	Criticize evidence.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Draw conclusions.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		

	Predict consequences.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	<b>Transfer information.</b>			
	Relate textual references to real experiences.		Core in relation to skills as it develops students' ability to make connections	
	<b>Apply problem-solving strategies.</b>			
	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 previous knowledge.		Core in relation to skills as it 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		
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**All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.**

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرع الآداب والإنسانيات

Subject Matter: English Language and Literature		Grade: Third Secondary		Section: Literature and Humanities	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate critical understanding of spoken discourse.				
	Discriminate between persuasive, argumentative, informative types, etc.		Core in relation to skills as it develops students’ ability to understand different types of discourse; a skill that they need at the university level	12 periods	
	Relate tone, stress and intonation to the purpose of what is said.		Core in relation to behavior as it develops students’ ability to get the message properly; a skill that they need at the university level		

	Infer, predict, and draw logical conclusions.		Core in relation to skills as it develops students' ability to use common sense as they think about the outcomes; a skill that they need at the university level	
	Recognize multiple points of view.		Core in relation to skills as it develops students' ability to see the same issue from different perspectives; a skill that they need at the university level	
	Analyze the linguistic features of extended spoken discourse.			
	List expressions that denote turning points (enumeration, transitionals, special expressions, etc.).		Core in relation to skills as it develops students' ability to organize ideas and make connections; a skill that they need at the university level	8 periods
	Classify referential and figurative language.		Core in relation to skills as it develops students' ability to understand different ways of conveying meaning; a skill that they need at the university level	
	Demonstrate basic understanding of different spoken discourses.			
	Distinguish between main ideas and supporting details.		Core in relation to skills as it develops students' ability to illustrate ideas briefly and in detail; a skill that they need at the university level	6 periods
	Formulate questions related to main ideas.		Core in relation to skills as it develops students' ability to generate questions to know more about a specific topic	
	Formulate questions related to supporting details.			



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

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

	Use correct synonyms or equivalent phrases.		Core in relation to skills as it develops students' ability to create vivid and intriguing images; a skill that they need at the university level	6 periods
Oral Communication	Give oral presentations of varying lengths.			
	Contribute to brainstorming activities.		Core in relation to skills as it develops students' ability to generate ideas about a certain topic; a skill that they need at the university level	10 periods
	Practice giving speeches.		Core in relation to skills as it develops students' ability to build confidence in public speaking; a skill that they need at the university level	
	Practice advancing and defending a point of view on behalf of a group.			
	Report findings of a researched project on different subject matter areas.		Core in relation to skills as it develops students' ability to share evaluation results and develop recommendations; a skill that they need at the university level	
	React verbally to oral or written texts.		Core in relation to attitudes and values as it develops students' ability to take a stand or show empathy	
	Contribute constructively to the development of the argument at hand.			
	Engage in critical discussions.		Core in relation to skills and attitudes as it develops students' ability to argue politely and to gain adherence	8 periods
	Express ideas cogently.			
	Participate in and lead debates.			
	Lead discussion groups.			

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

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

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

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

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

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرع الاجتماع والاقتصاد

Subject Matter: English Language and Literature		Grade: Third Secondary		Section: Sociology and Economics	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate basic understanding of academic lectures.				
	Summarise lectures.		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	8 periods	
	Take notes.		Core in relation to skills as it develops students’ ability to take notes; a skill that they need at the university level		



	Make relevant comments.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify speaker, context, and audience.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending 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 researched information.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	8 periods
	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, and tone.		Core in relation to attitude as it develops students' ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	
	Demonstrate awareness of linguistic and organizational structure of text.			

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

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

	Make summaries and abstracts.		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	5 periods
	Evaluate references.		Core in relation to skills as it develops students' ability to objectively criticize and asses	
	Make notes for research.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level	
	<b>Identify and manipulate technical jargon.</b>			3 periods
	Use appropriate terminology and structures in oral/written responses.		Core in relation to skills as it develops students' ability to understand the relationship between concepts and their designations	
	Identify and explain stylistic features of read materials.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
<b>Oral Communication</b>	<b>Demonstrate advanced oral skills in responding to oral or written input.</b>			8 periods
	Identify strengths and weaknesses of presentations.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that 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	
	React to other's views in critical discussions.		Core in relation to values as it develops students' ability to show empathy	
	Show advanced command of oral presentations of researched topics.			
	Develop main ideas fully maintaining unity of theme.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	6 periods
	Maintain audience interest by asking questions, varying intonation, and using graphic illustrations.			
	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.			

	Participate in and lead debates.		Core in relation to skills as it develops students' ability to communicate properly; a skill that they need at the university level	6 periods
	Interrupt, ask, comment, agree/disagree.		Core in relation to attitude as it develops students' ability to reflect on others' views and opinions	
	Ask for repetition and clarification.		Core in relation to skills and values as it develops students' ability to make polite requests; a skill that they need at the university level	
	Demonstrate practical knowledge of the rules of spoken discourse.			
	Join conversations at appropriate transition points.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	4 periods
	Speak coherently and clearly with proper enunciation and intonation.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	
Written Communication	Demonstrate advanced writing skills in responding to input.			
	Make adequate summaries and abstracts.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	4 periods

	Comment on or critique what is heard or read.		Core in relation to skills as it develops students' ability to develop critical thinking; a skill that they need at the university level	
	Demonstrate ability to reinterpret texts.			
	Reorganize ideas in tables, graphs, charts, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	7 periods
	Rephrase assigned sections.		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 understood	
	Vary style to suit changing purpose, situation, and audience.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience	
	Modify parts of the text to change orientation, tone, or style.		Core in relation to skills as it develops students' ability to make necessary modifications	
	Show advanced skills in writing well-researched papers.			
	Prepare research projects.		Core in relation to skills as it develops students' ability to develop research techniques; a skill that they need at the university level	8 periods
	Use wide variety of resources and references.			
	Follow proper documentation procedures.			

	Use different expository and argumentative methods of development.		Core in relation to skills as it develops students' ability to develop writing techniques; a skill that they need at the university level	
	Draft, re-draft, and proof-read.			
	Maintain thematic unity.			
	Write coherently employing logical sequencing, transitionals, and repetition of key terms.			
	Demonstrate ability to write for different interactive purposes.			
	Write business letters.		Core in relation to skills as it develops students' ability to covey information in different contexts	5 periods
	Initiate campaigns and projects.		Core in relation to skills as it develops students' ability to interact with the public and get their message out to people	
	Fill in application forms.		Core in relation to skills as it develops students' ability to apply for jobs, scholarships, etc.; a skill that they need at the university level	
Thinking	Demonstrate critical interpretation and appreciation of written and spoken discourse.			
	Take notes consistently and coherently.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level	
	Predict outcomes of events.		Core in relation to skills as it develops students' ability to analyse and make logical predictions; a skill that they need at the university level	



	Make valid evaluations, judgments, and inferences.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	Present critique of texts and of others' work.			
	Develop awareness of interaction between fields.			
	Apply techniques learned in one field in another.		Core in relation to skills as it develops students' ability to make logical connections	
	Relate changes in one field to changes in other fields to demonstrate interdependence of fields of study.			
	Show the ability to evaluate different theories and strategies in fields of study.			
	Explain a theory.		Core in relation to skills as it develops students' ability to reflect on different theories	
	Discuss the applicability of a theory to a specific context.			
	Compare between one theory and another.			

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

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرعاً علوم الحياة و العلوم العامة

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Sections:</b> General Sciences & Life Sciences	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>	ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Sustain comprehension in extended scientific discourse				
	Summarize arguments.		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	4 periods	
	Outline salient points.				
	Paraphrase parts of information.				
	Demonstrate awareness of the special language used in scientific discourse.				
	Identify special linguistic structures and explain how they deviate from normal discourse.		Core in relation to skills as it develops students’ ability to derive the meaning of individual words and to understand semantic relations; a skill that they need at the university level	4 periods	

	Identify the special terms used in the text.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Understand specific details and information from various scientific sources.			
	Identify objectivity markers in scientific discourse.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	4 periods
	Recognize specific details as examples of general science topics.		Core in relation to skills as it develops students' ability to formulate the main idea when it is implied; a skill that they need at the university level	
	Understand lectures using scientific graphic conventions.		Core in relation to skills as it develops students' ability to analyze and interpret graphic data; a skill that they need at the university level	
Reading	Read information given through language discourse pertaining to scientific and professional materials.			
	Interpret tone.		Core in relation to attitude as it develops students' ability to understand feelings	2 periods
	Interpret point of view.			
	Derive information from non-textual clues			
	Interpret charts, graphs, tables, etc.		Core in relation to skills as it develops students' ability to analyze and interpret graphic data and visual relationships; a skill that they need at the university level	3 periods
	Read specialized texts efficiently.			

	Derive relevant information from textbooks.		Core in relation to skills as it develops students' ability to obtain more detailed data; a skill that they need at the university level	4 periods
	Derive relevant information from journals.		Core in relation to skills as it develops students' ability to gain appropriate information from reliable resources	
	Derive relevant information from other sources.		Core in relation to skills as it develops students' ability to collect enough data to convince and support one's view point; a skill that they need at the university level	
	<b>Demonstrate ability to interpret texts.</b>			
	Rephrase parts of text.		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 understood	3 periods
	Organize ideas in the form of tables, charts, graphs, etc.		Core in relation to skills as it develops students' ability to illustrate data visually; a skill that they need at the university level	
<b>Oral Communication</b>	<b>Understand and produce discourse using more advanced notions of science</b>			
	Deliver cause/effect presentations.		Core in relation to skills as it develops students' ability to make connections; a skill that they need at the university level	3 periods
	<b>Produce oral presentations on a variety of scientific situations.</b>			

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

	Develop cause/effect discourse.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	3 periods
	Contrast by analogy.		Core in relation to skills as it develops students' ability to make logical connections	
	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 they need at the university level	3 periods
	Vary style and register according to topic and task.			
	Select appropriate technical terminology.			
	Utilize a wide range of vocabulary and grammar.			
	Use extensive technical lexis for a variety of scientific situations.		Core in relation to skills as it develops students' ability to use wide concepts and expressions	4 periods
	Use a variety of grammatical components most pertinent to scientific discourse.		Core in relation to skills as it develops students' ability to use wide concepts and expressions to produce grammatically correct sentences that fit the context	
	Thinking Skills	Evaluate information given through extended scientific discourse.		
Assess logical relationships.			Core in relation to skills as it develops students' ability to make sound judgements by using evidence; a skill that they need at the university level	
Determine whether a theory is warranted.				

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

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