

# الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادّة اللغة الإنكليزية و آدابها للعام الدّراستي ٢٠٢٣-٢٠٢

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### الأسباب الموجبة:

إنّ الظّروف والحيثيّات المذكورة أدناه:

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

فرضت علينا العودة إلى المنهاج الذي كان معتمدا قبل جائحة كورونا أي التعميم رقم ٢١/م/٢١ والمعدل بموجب التعميم رقم ٢٠١٨/م/٢٠ مع أي تعديلات ضرورية تراعى النقطة الرابعة من الأسباب الموجبة .

### المَراجع المُعتَمَدة في هذا الستياق:

- 🗸 مَناهِج التَّعليم العام وأهدافها (المَرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨) والتَّعاميم اللّحِقَة بِحَسَب تَفاصيل مُحتَوى مَنهَج مادَّة اللغة الإنكليزية و آدابها.
- التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٨/٥/٢١ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ ٢٠١٦/٩/٣ ، للحلقة الثّالثة من
   مرحلة التّعليم الأساسيّ ولمرحلة التعليم الثّانويّ.

#### ملاحظات عامة:

#### ملاحظات عامة:

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

# الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الأول الأساسي

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

References:

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

T	T		
Recall specific facts and details from a	Prerequisite from Grade 1 to		
guest speaker's talk (name, age, job,	Grade 2 and subsequent classes		
country or origin).			
Match sounds heard to actual objects,	Prerequisite from Grade 1 to		
i.e., a horn to a car.	Grade 2 and subsequent		
	classes		
Point to a picture being described.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Match spoken word to a picture.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Respond to two-three step oral		Core in relation to skills as it	
instructions and make a plasticine		develops students' ability to	
object or construct a simple model.		connect active listening to	
		perform a task	
Respond to simple oral instructions	Prerequisite from Grade 1 to		
through whole body involvement.	Grade 2 and subsequent classes		
Identify words heard.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Write a list of dictated words.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Answer 'Yes/No' and basic 'Wh-		Core in relation to skills as it	
questions (person, object, place, and		develops students' ability to	
time)'.		connect active listening to	
		comprehending a text	
Demonstrate	the ability to use audio input to e	expand linguistic competence.	
Match familiar dictated words to	Prerequisite from Grade 1 to		12 periods
written synonyms.	Grade 2 and subsequent classes		

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

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

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

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

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

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

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

	Llee Amphie to cook alouifiestis		Cara in valation to skills as it	
	Use Arabic to seek clarification		Core in relation to skills as it	
			develops students' ability to	
			seek clarification when in	
			doubt	
	Develop grammatical of	competence (lexis, phonology, syn	tax) in increasingly complex sit	uations.
	Use learned and acquired words in a	Prerequisite from Grade 1 to		5 periods
	new context.	Grade 2 and subsequent classes		
	Produce short sentences using	Prerequisite from Grade 1 to		
	appropriate stress and intonation.	Grade 2 and subsequent classes		
	Recite short chants, songs, and nursery	Prerequisite from Grade 1 to		
	rhymes from memory.	Grade 2 and subsequent classes		
	Parti	cipate effectively in a range of gro	oup speech activities.	
	Tell a story about a picture or picture	Prerequisite from Grade 1 to		8 periods
	series in words and short sentences.	Grade 2 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
			communicate in a new and	
	Dramatize parts of a story.		exciting manner	
			Core in relation to skills as it	
			develops students' ability	
	Use 'jigsaw speaking' to tell a part of a		to improve students'	
	story.		activeness in speaking	
	Dem	onstrate competence in a few bas	sic print conventions.	
\A/witton	Follow left to right and top-to-bottom	Prerequisite from Grade 1 to		8 periods
Written	writing orientation.	Grade 2 and subsequent classes		
Communication	Leave spaces within and between	Prerequisite from Grade 1 to		
	words.	Grade 2 and subsequent classes		

Write first and last name, class name	Prerequisite from Grade 1 to		
and date in correct place.	Grade 2 and subsequent classes		
Write a title in correct place.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Write numerals at the bottom of the	Prerequisite from Grade 1 to		
page.	Grade 2 and subsequent classes		
Use capitals for names, first word in a	Prerequisite from Grade 1 to		
sentence, pronoun 'I' and dates.	Grade 2 and subsequent classes		
Use a period/question mark at the end	Prerequisite from Grade 1 to		
of a simple sentence.	Grade 2 and subsequent classes		
Produce recognizable l	ower and upper case letters to rep	present whole words or parts o	f words.
Trace words with lower and upper case	Prerequisite from Grade 1 to		8 periods
letters	Grade 2 and subsequent classes		
Write on the line.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Write letter shapes in response to	Prerequisite from Grade 1 to		
speech sound.	Grade 2 and subsequent classes		
Write ascending and descending parts	Prerequisite from Grade 1 to		
of letters between lines.	Grade 2 and subsequent classes		
Copy words.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Copy short sentences.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		
Select an appropriate word to complete	Prerequisite from Grade 1 to		
a short phrase.	Grade 2 and subsequent classes		
Label items and illustrations.	Prerequisite from Grade 1 to		
	Grade 2 and subsequent classes		

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

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

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

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

# الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثاني الأساسي

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

References:

Decree No. 10227 of 8/5/1997						
Details of the curri	Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year:1998)					
Details of the						
Curriculum						
Content						
		Criterion for classif	ying each as core	Allocated Periods		
			Core in terms of knowledge,	Language skills are		
			skills, attitudes, and / or	taught in an integrated		
			values	way which engages		
				students in various		
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification		activities. This is why		
J.K.III				the time will be divided		
		identification		equally among the four		
				main skills whereas		
				thinking and grammar		
				will be embedded into		
				the context.		
Listoning	Develop k	pasic factual and inferential comp	rehension of what is heard.			
Listening	Match simple descriptions to pictures.	Prerequisite from Grade 2 to		18 periods		
		Grade 3 and subsequent classes				
	Follow instructions to fill in simple	Prerequisite from Grade 2 to				
	forms and charts.	Grade 3 and subsequent classes				
	Respond to a series of oral instructions	Prerequisite from Grade 2 to				
	through whole-body involvement.	Grade 3 and subsequent classes				

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

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

Unscramble dicta	ted words to form a	Prerequisite from Grade 2 to		
meaningfo	ul sentence.	Grade 3 and subsequent classes		
Fill out missing wo	rds in sentences and		Core in relation to skills as it	
short pa	ragraphs.		develops students' ability to	
			match comprehension with a	
			task	
Distinguish bet	ween simple and		Core in relation to skills as it	
compound sen	itences dictated.		develops students' ability to	
			identify sentence types in a	
			spoken text	
		Listen for appreciation and	enjoyment.	
React to what was	heard (mime, paint,		Core in relation to skills as it	8 periods
or de	esign).		develops students' ability to	
			connect active listening to a	
			task	
Give examples of	words or lines one		Core in relation to skills as it	
liked in a poem	n, jingle, or song.		develops students' ability to	
			respond to content	
Identify onomato	opoeia in a song or		Core in relation to skills as it	
po	em.		develops students' ability to	
			identify features of the	
			spoken form	
Identify alliteration	n in a song or poem.		Core in relation to skills as it	
			develops students' ability to	
			identify features of the	
			spoken form	
		Develop decoding sl	kills.	

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

Select pictures from a pile which	Prerequisite from Grade 2 to		
contain the 'r' blends (pr, fr, tr, dr, gr,	Grade 3 and subsequent classes		
br).	Grade 5 and subsequent classes		
Identify the 's' blends (st, sl, sp, sk, sw,	Prerequisite from Grade 2 to		
sc, sn, str, spr, sm, squ) by listing	Grade 3 and subsequent classes		
known words which contain them.	Grade 5 and subsequent classes		
Add suffixes '-es' '-er,' '-ing', 'ful', 's' to	Prerequisite from Grade 2 to		
familiar one-syllable words.	Grade 3 and subsequent classes		
Identify all words in a sentence that	Crade o ana sabsequent musses	Core in relation to skills as it	
can be contracted.		develops students' ability to	
Gan be contracted.		apply their knowledge of	
		shortened forms of two	
		words	
Translate contractions (do + not, have		Core in relation to skills as it	
+ not, can + not, verb 'to be' + not) by		develops students' ability to	
stating their complete form.		apply their knowledge of	
		shortened forms of two	
		words	
Match statements with their		Core in relation to skills as it	
corresponding pictures.		develops students' ability to	
		match comprehension with a	
		task	
Demonstrate the	e ability to use textual and experie	ential-based clues to get meanin	g.
Provide synonyms, antonyms, and	Prerequisite from Grade 2 to		7 periods
definitions for words in a passage.	Grade 3 and subsequent classes		
Replace proper nouns in a text with	Prerequisite from Grade 2 to		
 their pronouns referents.	Grade 3 and subsequent classes		

Justify why a certain group of words	Prerequisite from Grade 2 to	
belongs or doesn't belong to a specific	Grade 3 and subsequent classes	
lexical set.		
Orally explain meanings of common		Core in relation to skills as it
homophones and homographs in a		develops students' ability to
text.		explain words that sound the
		same but have different
		spellings and meanings (
		two/too)and words that are
		spelled the same and have
		the same or different sound,
		but different meanings ( left /
		left ) in context using their
		reasoning skills
Add prefixes 'dis-' and 'un-' to familiar		Core in relation to skills as it
words.		develops students' ability to
		use prefixes to create new
		words with different
		meanings
Identify compound words in a text.		Core in relation to skills as it
		develops students' ability to
		identify new words from two
		words joined together.
Derive roots from compound words.		Core in relation to skills as it
		develops students' ability to
		identify new words from two
		words joined together

List words from a passag	e that have	Prerequisite from Grade 2 to		
the suffixes: '-s', '-es', '-er'	'-est', '-ed','-	Grade 3 and subsequent classes		
ing',-full,' and 'le		·		
Recognize multi-meaning	words.		Core in relation to skills as it develops students' ability to comprehend words that have different meanings in context using their reasoning skills	
Give the meaning of the	underlined	Prerequisite from Grade 2 to		
words based on textu		Grade 3 and subsequent classes		
	De	evelop basic factual comprehensi	on of what is read.	
Ask and respond appropri	ately to 'Wh-	Prerequisite from Grade 2 to		6 periods
questions' which elicit in		Grade 3 and subsequent classes		
about size, quantity, qu	• •			
distance in simple se				
Enter data on a graph and		Prerequisite from Grade 2 to		
it.		Grade 3 and subsequent classes		
Place scrambled senter	ices in the	Prerequisite from Grade 2 to		
correct sequen	ce.	Grade 3 and subsequent classes		
Orally select the best mai	n idea stated	Prerequisite from Grade 2 to		
explicitly.		Grade 3 and subsequent classes		
Match a statement	with its		Core in relation to skills as it	
corresponding illust	ration.		develops students' ability to	
			comprehend a text on the	
			knowledge level by matching	
			an idea to its visual	
			representation	

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

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

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

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

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

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

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

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

	Form a question which ends with rising		Core in relation to skills as it	
	intonation.		develops students' awareness	
			of its function as well as its	
			emotional indication	
	Part	icipate effectively in a range of gr	oup speech activities.	
	Participate in semi–controlled		Core in relation to skills as it	6 periods
	dialogues.		develops students'	
			production of appropriate	
			transactions	
	Collaborate in role play activities.		Core in relation to skills as it	
			develops students' language	
			production and practice	
	Dramatize a scene from a video using		Core in relation to skills as it	
	costumes and props.		develops students' language practice	
	Describe the attributes and	Prerequisite from Grade 2 to	practice	
	characteristics of a hidden object	Grade 3 and subsequent classes		
	and/or anonymous person so others	Grade 3 and subsequent classes		
	can guess (who/ what is it?).			
		evelop competence in several basi	ic print conventions.	
	Indent first line in a paragraph.	Prerequisite from Grade 2 to		5 periods
		Grade 3 and subsequent classes		- p
	Use capitals to begin a sentence, to	Prerequisite from Grade 2 to		
Written	write proper nouns such as names of	Grade 3 and subsequent classes		
Communication	people, places, days, months, product	·		
	names, and geographic names,			
	Use capitals to write titles.			
	Use full stops to end a statement.	Prerequisite from Grade 2 to		
		Grade 3 and subsequent classes		

Use a question mark to end a question.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
	Develop legible handw	vriting.	
Write in a straight line across the page.	Prerequisite from Grade 2 to		6 periods
	Grade 3 and subsequent classes		
Practice capital letters and lowercase	Prerequisite from Grade 2 to		
letters.	Grade 3 and subsequent classes		
Group and print letters according to		Core in relation to skills as it	
different types of strokes and		develops students' ability to	
orientation, i.e. ascenders and		develop fluent, legible and	
descenders.		efficient handwriting	
Select words to complete sentences.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Label items and illustrations.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Record data on a chart.		Core in relation to skills as it	
		develops students' ability to	
		organize, classify and	
		communicate ideas	
		effectively	
Use numerals to write different		Core in relation to skills as it	
numbers (from 0).		develops students' numeracy	
Pr	actice using vowel sounds and co	mmon letter strings.	
Spell and write down words that have		Core in relation to skills as it	6 periods
long vowel sounds (especially words		develops students' ability to	
ending with the letter 'e').		find same strings of letters in	
		many words	

Spell words related to the	e following	Core in relation to skills as it	
themes: colors, food	, days.	develops students' ability to	
		spell words connected to	
		universal themes	
Spell correctly monosyllabi	c words one	Core in relation to skills as it	
uses regularly in own	writing.	develops students' ability to	
		spell high frequency words	
Use knowledge of spellin	ng patterns Prerequisite from Grade 2	2 to	
and word families to spe	Il correctly Grade 3 and subsequent cl	asses	
monosyllabic words one us	ses regularly		
in own writing.			
Spell words with the endi	ngs '-ing', '- Prerequisite from Grade 2	2 to	
ed', '-s', '-er', '-est',	'-es'. Grade 3 and subsequent cl	asses	
	Develop process	writing skills.	
Select a topic to write	e about. Prerequisite from Grade 2	2 to	10 periods
	Grade 3 and subsequent cl	asses	
Brainstorm ideas related	to a topic. Prerequisite from Grade 2	2 to	
	Grade 3 and subsequent cl	asses	
Use webs to arrange	ideas. Prerequisite from Grade 2	2 to	
	Grade 3 and subsequent cl	asses	
Write the first drafts of st	ories about	Core in relation to skills as it	
self and about oth	ers.	develops students' ability to	
		use personal information to	
		promote self-actualization	
Join sentences by usin			
	Grade 3 and subsequent cl	asses	

Expand sentences by adding 'Wh-		Core in relation to skills as it
slots': when, where, who, etc.		develops students' ability to
, , , , , , , , , , , , , , , , , , , ,		extend their learning
Add descriptive adjectives in short	Prerequisite from Grade 2 to	
sentences to express the mood	Grade 3 and subsequent classes	
conveyed.		
Rewrite the end of a story.	Prerequisite from Grade 2 to	
	Grade 3 and subsequent classes	
Identify sentences that do not keep to	Prerequisite from Grade 2 to	
a given topic.	Grade 3 and subsequent classes	
Use a dictionary to check spelling.		Core in relation to skills as it
		develops students' focus on
		importance of references
Use a simple checklist to edit for basic	Prerequisite from Grade 2 to	
grammatical errors.	Grade 3 and subsequent classes	
Make individual story books and		Core in relation to skills as it
illustrate them.		develops students' ability to
		publish
Make final copies of own writing.		Core in relation to skills as it
		develops students' ability to
		use process writing steps
		starting with prewriting,
		revising and , editing before
		presenting a final copy
Participate in writing a classroom		Core in relation to skills as it
magazine to share with other classes.		develops students' ability to
		publish

Share writing through oral reading.		Core in relation to skills as it	
Share writing through oral reading.			
		develops students' ability to	
D	and the state of t	publish	
	p writing skills through guided an	d semi-guided activities.	
Review sequence of events.	Prerequisite from Grade 2 to		7 periods
	Grade 3 and subsequent classes		
Write simple sentences.	Prerequisite from Grade 2 to		
	Grade 3 and subsequent classes		
Expand sentences.		Core in relation to skills as it	
		develops students' ability to	
		extend their learning	
Complete sentences by adding either		Core in relation to skills as it	
the subject or the predicate.		develops students' ability to	
		extend their learning	
Identify irrelevant sentences in a		Core in relation to skills as it	
paragraph.		develops students' ability to	
		comprehend and make	
		inferences	
Match title to paragraph.		Core in relation to skills as it	
		develops students' ability to	
		identify main idea	
Cor	mmunicate in writing using differe	ent genres of writing.	
Fill out a form with the first and family	Prerequisite from Grade 2 to		8 periods
name, age, sex, nationality.	Grade 3 and subsequent classes		
Write shopping lists.		Core in relation to skills as it	
		develops students' ability to	
		prioritize needs	

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	Write simple instructions.		Core in relation to skills as it	
			develops students' ability to	
			comprehend, be precise,	
			and visualize the procedure in	
			detail while writing	
	Write a story about oneself and others		Core in relation to skills as it	
	with simple details.		develops students' ability to	
			use personal information to	
			promote self-actualization	
	Write a greeting card.		Core in relation to skills as it	
			develops students' ability to	
			express functions	
	Write a thank you note.		Core in relation to skills as it	
			develops students' ability to	
			express functions	
	Illustrate own stories.		Core in relation to skills as it	
			develops students' ability to	
			express ideas visually to	
			promote self-actualization	
	Describe a character in a story you	Prerequisite from Grade 2 to		
	have read.	Grade 3 and subsequent classes		
	Use a picture to describe a	Prerequisite from Grade 2 to		
	person/place/pet.	Grade 3 and subsequent classes		
	Compare and contrast two characters	Prerequisite from Grade 2 to		
	using a Venn-diagram.	Grade 3 and subsequent classes		
	Describe own feelings in different	Prerequisite from Grade 2 to		
	situations with simple details.	Grade 3 and subsequent classes		
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	Provide captions for cartoon strips.		Core in relation to skills as it	
			develops students' ability to	
			respond to an image in	
			writing	
	Develop a repertoi	re of metacognitive strategies to	solve language processing probl	ems.
	Preview discourse by examining title,	Prerequisite from Grade 2 to		
	illustrations, first and last lines, etc.	Grade 3 and subsequent classes		
	Self-evaluate: recognize need for peer	Prerequisite from Grade 2 to		
	and adult assistance.	Grade 3 and subsequent classes		
	Reflect on the learning which has	Prerequisite from Grade 2 to		
	taken place: assess what has been	Grade 3 and subsequent classes		
	mastered, what remains unclear.			
	De	velop information processing skill	s: literal and critical.	
	Relate language experiences to life	Prerequisite from Grade 2 to		
	experiences.	Grade 3 and subsequent classes		
Thinking	Compare characters.		Core in relation to skills as it	
Hillikilig			develops students' ability to	
			comprehend and make	
			inferences	
	Classify information in semantic	Prerequisite from Grade 2 to		
	groups, lexical sets	Grade 3 and subsequent classes		
	Select the main idea.	Prerequisite from Grade 2 to		
		Grade 3 and subsequent classes		
	Identify irrelevant information by		Core in relation to skills as it	
	underlining.		develops students' ability to	
			comprehend and make	
			inferences	
		Develop confidence as life-lo	ong learners.	

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الأساسي

Subject Matter: English Language and Literature Grade: Three **Cycle 1 of Basic Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature Details of the Curriculum Content Criterion for classifying each as core **Allocated Periods** Language skills are taught in an Core in terms of knowledge, skills, attitudes, and / or integrated way which engages students in various activities. values **Core Objectives and Performance** Skill **Prerequisites with** This is why the time will be Tasks Identification divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Develop basic factual and inferential comprehension of what is heard. Follow detailed instructions. Core in relation to skills as it 16 periods Listening develops students' ability to connect active listening and attention to details Identify information not heard. Core in relation to skills as it develops students' ability to connect active listening and attention to details

Dut a abaal, manul, () manut ta faata		Core in relation to skills as it	
Put a check mark (v) next to facts			
mentioned orally.		develops students' ability to	
		connect active listening and	
		attention to what can be	
		proven as true or false	
Put a check mark (v) next to opinions		Core in relation to skills as it	
mentioned orally.		develops students' ability to	
		connect active listening and	
		attention to what can't be	
		proven as true or false	
Infer the speaker(s) tone (anger,	Prerequisite from Grade 3 to		
happiness, etc.).	Grade 4 and subsequent		
	classes		
Answer inference questions formed		Core in relation to skills as it	
with 'wh' words		develops students' ability to	
		comprehend spoken	
		discourse	
Fill out missing words in a		Core in relation to skills as it	
paragraph.		develops students' ability to	
		listen for specific	
		information	
Write a short unprepared dictation.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		

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

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

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

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

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

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

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

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Explain why a c			Core in relation to skills as it	
cannot be removed	•		develops students' ability to	
reference t	to the text.		transfer learning to new	
			contexts	
Relate a charact	er in a story to a		Core in relation to skills as it	
person one knows,	, and tell how they		develops students' ability to	
are si	milar.		make connections between	
			a text and real life	
		Make inferences abou	ut what is read.	
Ask and answer in	ference questions	Prerequisite from Grade 3 to		6 periods
with 'wh	' words.	Grade 4 and subsequent		
		classes		
Speculate on the	author's purpose,	Prerequisite from Grade 3 to		
and justify one	s answers with	Grade 4 and subsequent		
reference t	to the text.	classes		
Distinguish betw	een factual and	Prerequisite from Grade 3 to		
fictional read	ing material.	Grade 4 and subsequent		
		classes		
Differentiate be	tween fact and	Prerequisite from Grade 3 to		
ficti	on.	Grade 4 and subsequent		
		classes		
Differentiate fac	ts and opinions.		Core in relation to skills as it	
			develops students' ability to	
			comprehend and make	
			inferences	
Make plausible p	redictions about	Prerequisite from Grade 3 to		
what will ha	appen next.	Grade 4 and subsequent		
		classes		

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

			:
Answer open-ended questions.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Ask and answer inference questions.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Report a real-life incident.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Retell a story giving it a different	Prerequisite from Grade 3 to		
ending.	Grade 4 and subsequent		
	classes		
	Develop oral transa	ctional skills.	
Inquire whether an offer or invitation		Core in relation to skills as it	10 periods
is accepted or denied.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Advise others to do something.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Explain how to do something.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		

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Explain the consequences and effects	Prerequisite from Grade 3 to	
of something.	Grade 4 and subsequent	
	classes	
Explain why one needs permission.		Core in relation to skills as it
		develops students' ability to
		communicate in a social
		context using their
		repertoire to promote self-
		actualization
Express strong agreements and	Prerequisite from Grade 3 to	
disagreements.	Grade 4 and subsequent	
	classes	
Express indifference.		Core in relation to skills as it
		develops students' ability to
		communicate in a social
		context using their
		repertoire to promote self-
		actualization
State whether one remembers or has	Prerequisite from Grade 3 to	
forgotten something or someone.	Grade 4 and subsequent	
	classes	
Propose logical solutions to	Prerequisite from Grade 3 to	
problems.	Grade 4 and subsequent	
·	classes	
Express whether conclusions are	Prerequisite from Grade 3 to	
logical or not.	Grade 4 and subsequent	
	classes	

Warn others of a potentially		Core in relation to skills as it	
dangerous situation.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
State whether one knows how to do		Core in relation to skills as it	
something		develops students' ability to	
		express ability or lack of it	
		using functional language	
Express how certain/uncertain one is		Core in relation to skills as it	
of something.		develops students' ability to	
		use functional language	
Express appreciation.		Core in relation to skills as it	
		develops students' ability to	
		use functional language	
Warn others to refrain from doing	Prerequisite from Grade 3 to		
something.	Grade 4 and subsequent		
	classes		
E	express and find out basic feeling	ngs and emotional states.	
Justify likes and/or dislikes.	Prerequisite from Grade 3 to		8 periods
	Grade 4 and subsequent		
	classes		
Explain moods and feelings.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		

Express hope.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Express disappointment.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Express sympathy.		Core in relation to skills as it	
		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Express impatience in an acceptable		Core in relation to skills as it	
manner.		develops students' ability to	
		communicate in a proper	
		social context using their	
		repertoire to promote self-	
		actualization	
Express satisfaction and/or	Prerequisite from Grade 3 to		
dissatisfaction with a particular	Grade 4 and subsequent		
situation.	classes		

Express and inquire about intentions.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-	
		actualization	
Explain preferences based on	Prerequisite from Grade 3 to		
pleasant and/or unpleasant previous	Grade 4 and subsequent		
experiences.	classes		
Empathize with characters in a story,	Prerequisite from Grade 3 to		
and explain what one would do in a	Grade 4 and subsequent		
similar situation.	classes		
	Use appropriate socio	olinguistic rules.	
Give cues to end a conversation.	Prerequisite from Grade 3 to		4 periods
	Grade 4 and subsequent		
	classes		
Attract attention appropriately.		Core in relation to skills as it	
		develops students' ability to	
		use functional language	
Interrupt someone in a polite way.		Core in relation to skills as it	
		develops students' ability to	
		use functional language	
Develop grammatica	al competence (lexis, phonolog	y, syntax) in increasingly comp	lex situations.
Invent new contexts for learned and		Core in relation to skills as it	6 periods
acquired words.		develops students' ability to	
		transfer knowledge	

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

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

Practice transcription of capital	Prerequisite from Grade 3 to		4 periods
letters and lowercase letters.	Grade 4 and subsequent		
	classes		
Group and write cursive letters		Core in relation to skills as it	
according to different types of		develops students' ability to	
strokes, slants, and orientation		join successive letters	
(ascenders and descenders).		together.	
Write the date correctly.		Core in relation to skills as it	
		develops students' ability to	
		apply conventions	
Fill in the blank with a missing word.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Unscramble letters to form words.	Prerequisite from Grade 3 to		
	Grade 4 and subsequent		
	classes		
Select phrases to complete	Prerequisite from Grade 3 to		
sentences.	Grade 4 and subsequent		
	classes		
Record data on a graph.		Core in relation to skills as it	
		develops students' ability to	
		organize, classify and	
		communicate ideas	
		effectively	
Sp	ell regularly used words which	observe common patterns.	
Create as many words as one can	Prerequisite from Grade 3 to		5 periods
from a given word.	Grade 4 and subsequent		
	classes		

Hea clusters to form as many now	Droroquicito from Crada 2 to		
·	•		
	•		
	classes		
•			
a stated spelling rule.			
		apply spelling rules	
Practice strings of spelling rules		Core in relation to skills as it	
through partially-filled crossword		develops students' ability to	
puzzles, e.g., (given)		spell correctly	
STRND, what letter is missing?			
Identify hidden words in a puzzle.		Core in relation to skills as it	
		develops students' ability to	
		recognize words' spellings.	
	Practice using vowel sounds an	d common letter strings.	
Spell correctly and write down words	Prerequisite from Grade 3 to		5 periods
that have long vowel sounds but do	Grade 4 and subsequent		
not end with 'e'.	classes		
Spell words related to the following		Core in relation to skills as it	
themes: holidays, months, seasons.		develops students' ability to	
		spell words related to	
		universal themes	
Spell correctly multisyllabic words		Core in relation to skills as it	
		develops students' ability to	
		•	
Correct own spelling errors.		Core in relation to skills as it	
		' '	
	through partially-filled crossword puzzles, e.g., (given) STR_ND, what letter is missing? Identify hidden words in a puzzle.  Spell correctly and write down words that have long vowel sounds but do not end with 'e'.  Spell words related to the following	words as possible, using a given sound.  Give examples of words which follow a stated spelling rule.  Practice strings of spelling rules through partially-filled crossword puzzles, e.g., (given)  STR_ND, what letter is missing?  Identify hidden words in a puzzle.  Practice using vowel sounds and Spell correctly and write down words that have long vowel sounds but do not end with 'e'.  Spell words related to the following themes: holidays, months, seasons.  Spell correctly multisyllabic words one uses regularly in own writing.	words as possible, using a given sound.  Give examples of words which follow a stated spelling rule.  Practice strings of spelling rules through partially-filled crossword puzzles, e.g., (given)  STR_ND, what letter is missing?  Identify hidden words in a puzzle.  Practice using vowel sounds and common letter strings.  Spell correctly and write down words that have long vowel sounds but do not end with 'e'.  Spell words related to the following themes: holidays, months, seasons.  Spell correctly multisyllabic words one uses regularly in own writing.  Grade 4 and subsequent classes  Core in relation to skills as it develops students' ability to recognize words' spellings.  Prerequisite from Grade 3 to Grade 4 and subsequent classes  Core in relation to skills as it develops students' ability to spell words related to universal themes  Core in relation to skills as it develops students' ability to spell words related to universal themes  Core in relation to skills as it develops students' ability to spell words related to universal themes

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

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

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

Chana tha final againthus well		Como in molation to skills as it	
Share the final copy through		Core in relation to skills as it	
different types of publishing.		develops students' ability to	
		publish.	
Deve	elop writing skills through guide	ed and semi-guided activities.	
Rearrange words/phrases/sentences.	Prerequisite from Grade 3 to		8 periods
	Grade 4 and subsequent		
	classes		
Unscramble mixed-up sentences into		Core in relation to skills as it	
a coherent paragraph		develops students' ability to	
		sequence events in context	
Indicate pairs of sentences where a		Core in relation to skills as it	
comma is insufficient as a		develops students' ability to	
punctuation mark.		detect when to use a comma	
		e.g. before a coordinating	
		conjunction (and, but, yet,)	
		when it joins two complete	
		ideas and between all items	
		in a series.	
Unscramble and write, 'first,'		Core in relation to skills as it	
'second,' 'last' in the right places.		develops students' ability to	
		sequence events in context	
Match scrambled topic sentences to		Core in relation to skills as it	
scrambled concluding sentences.		develops students' ability to	
		comprehend and use clues	
		to determine the correct	
		item	

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

	Write things to avoid.		Core in relation to skills as it	
			develops students' ability to	
			eliminate using logical	
			thinking	
	Write directions for how to get	Prerequisite from Grade 3 to	Cimiking	
	somewhere.	Grade 4 and subsequent		
	somewhere.	classes		
	Write a stony about a personal			
	Write a story about a personal	Prerequisite from Grade 3 to		
	experience with details to describe	Grade 4 and subsequent		
	actions, thoughts, and feelings.	classes	0	
	Describe the most interesting		Core in relation to skills as it	
	character/scene in the story one		develops students' ability to	
	currently is reading about.		select and transfer	
			information	
	Write a short descriptive piece with	Prerequisite from Grade 3 to		
	descriptive details.	Grade 4 and subsequent		
		classes		
	Fill out a simple questionnaire.		Core in relation to skills as it	
			develops students' ability to	
			write specific information	
	Write a process paragraph.		Core in relation to skills as it	
			develops students' ability to	
			write in different genres	
	Develop a repert	toire of metacognitive strategie		problems.
Thinling	Examine titles, pictures, first and last	Prerequisite from Grade 3 to		
Thinking	lines to previous discourse	Grade 4 and subsequent		
		classes		

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الرابع الأساسي

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

References:

Decree No. 10227 of 8/5/1997

Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month : August - Year:1997)							
Details of the Curriculum Content							
		Criterion for class	ifying each as core	Allocated Periods			
			Core in terms of knowledge,	Language skills are taught in an			
			skills, attitudes, and / or	integrated way which engages			
Skill	Core Objectives and Performance	Duous avvisitas vyith	values	students in various activities.			
SKIII	Tasks	Prerequisites with Identification		This is why the time will be			
		identification		divided equally among the four main skills whereas thinking			
				and grammar will be embedded			
				into the context.			
Listening	Comprehend explicit information in spoken discourse.						
	Form and respond to literal questions	Prerequisite from Grade 4 to		8 periods			
	related to content.	Grade 5 and subsequent					
		classes					
	Label, locate, or list items on printed		Core in relation to skills as it				
	page, map, or picture.		develops students' ability to				
			connect active listening and				
			attention to details				

Complete an unfinished picture to		Core in relation to skills as it	
match oral description.		develops students' ability to	
		connect active listening and	
		attention to details	
Recall major events heard.		Core in relation to skills as it	
		develops students' ability to	
		connect active listening and	
		global comprehension	
Order a set of pictures in sequence.		Core in relation to skills as it	
		develops students' ability to	
		put events, and ideas in a	
		logical order	
	Comprehend and interpre	t spoken discourse.	
Distinguish between main idea and	Prerequisite from Grade 4 to		8 periods
details.	Grade 5 and subsequent		
	classes		
Identify the feelings of a speaker in a		Core in relation to skills as it	
dialogue or short talk.		develops students' ability to	
		connect active listening to a	
		task	
Organize ideas in sequence.	Prerequisite from Grade 4 to		
	Grade 5 and subsequent		
	classes		
Recall similarities of physical		Core in relation to skills as it	
description heard.		develops students' ability to	
		identify descriptive	
		language mainly related to	
		the five senses	

Predict content or outcomes of	Prerequisite from Grade 4 to		
situations &/or information shared	Grade 5 and subsequent		
orally on the basis of familiar	classes		
experiences.			
Cor	nprehend, appreciate, and enjo	oy literary spoken discourse.	
Relate the actions and/or feelings of	Prerequisite from Grade 4 to		10 periods
speakers to personal experiences.	Grade 5 and subsequent		
	classes		
Comment positively on the		Core in relation to skills as it	
information conveyed.		develops students' ability to	
		provide feedback on content	
Repeat short and simple poems,		Core in relation to skills as it	
rhymes and chants.		develops students' ability to	
		enhance fluency	
Role play a scripted dialogue.		Core in relation to skills as it	
		develops students' ability to	
		enhance fluency	
	Expand linguistic a	nalysis skills.	
Recognize the lexical family to which	Prerequisite from Grade 4 to		10 periods
a word belongs.	Grade 5 and subsequent		
	classes		
Connect new vocabulary to meaning.	Prerequisite from Grade 4 to		
	Grade 5 and subsequent		
	classes		
Identify basic intonation patterns.		Core in relation to skills as it	
		develops students' ability to	
		when the pitch of the voice	
		goes up or down in speaking	

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

	Comprehend and interpre	t written discourse.	
Complete cause and effect	Prerequisite from Grade 4 to		9 periods
statements based on simple	Grade 5 and subsequent		
narrative texts.	classes		
Identify facts and opinions, fantasy	Prerequisite from Grade 4 to		
and reality, problem and solution,	Grade 5 and subsequent		
etc.	classes		
Predict contents of a reading	Prerequisite from Grade 4 to		
selection based on a title and/or	Grade 5 and subsequent		
illustrations.	classes		
Infer logical consequences after	Prerequisite from Grade 4 to		
reading a text.	Grade 5 and subsequent		
	classes		
Distinguish the major differences	Prerequisite from Grade 4 to		
between two objects / characters,	Grade 5 and subsequent		
event, etc.	classes		
Arrange events in chronological		Core in relation to skills as it	
order.		develops students' ability to	
		identify patterns of	
		organization	
Cor	mprehend, appreciate and enjo	y literary written discourse.	
Comment on setting and characters	Prerequisite from Grade 4 to		8 periods
with reference to key details in text.	Grade 5 and subsequent		
	classes		
Express personal feelings about	Prerequisite from Grade 4 to		
characters, events, stories, visuals,	Grade 5 and subsequent		
etc.	classes		

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

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

Find similarities between the	Prerequisite from Grade 4 to		9 periods
characters and actions in a story, TV	Grade 5 and subsequent		
program, play, etc.	classes		
Give reasons for accepting or	Prerequisite from Grade 4 to		
rejecting an offer or a course of	Grade 5 and subsequent		
action.	classes		
Make suggestions to peers.		Core in relation to skills as it	
		develops students' ability to	
		communicate cooperatively	
		with others	
	Express feelings, intere	sts and attitudes.	
Express feelings, needs, desires,	Prerequisite from Grade 4 to		10 periods
preferences, etc.	Grade 5 and subsequent		
	classes		
Comment on other people's feelings		Core in relation to skills as it	
and interests.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	
Exchange personal feelings in		Core in relation to skills as it	
structured conversations.		develops students' ability to	
		communicate in a social	
		context using their	
		repertoire to promote self-	
		actualization	

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

		Generate transacti	onal writing.	
	Complete I.D's, and family trees.		Core in relation to skills as it	7 periods
			develops students' ability to	
			communicate ideas and	
			information according to	
			different formats	
	Write short comments about	Prerequisite from Grade 4 to		
	projects, activities, visuals, etc.	Grade 5 and subsequent		
		classes		
	Write menus, recipes, and shopping		Core in relation to skills as it	
	lists.		develops students' ability to	
			communicate ideas and	
			information according to	
Written			different formats	
Communication	Write simple notes, letters to pen-		Core in relation to skills as it	
	pals and invitation cards.		develops students' ability to	
			communicate ideas and	
			information according to	
			different formats	
		Produce creativ	e writing.	
	Rewrite the end to the story.	Prerequisite from Grade 4 to		7 periods
		Grade 5 and subsequent		
		classes		
	Keep a journal / diary on a regular		Core in relation to skills as it	
	basis.		develops students' ability to	
			communicate ideas and	
			information according to	
			different formats	

Fill in bubbles in a cartoon strip.		Core in relation to skills as it	
•		develops students' ability to	
		use cues to generate content	
	Produce academ	nic writing.	
Report on major events of a story,	Prerequisite from Grade 4 to		7 periods
school activities, community life, etc.	Grade 5 and subsequent		
	classes		
Generate questions on the story for	Prerequisite from Grade 4 to		
others to answer.	Grade 5 and subsequent		
	classes		
Write simple narrative paragraphs	Prerequisite from Grade 4 to		
with clear opening and concluding	Grade 5 and subsequent		
sentences.	classes		
	Review one's and of	thers' writing.	
Use a checklist to refine content.	Prerequisite from Grade 4 to		7 periods
	Grade 5 and subsequent		
	classes		
Revise words, sentences and ideas of		Core in relation to skills as it	
a written piece.		develops students' ability to	
		read critically and correct	
		the product	

Proofread and edit a piece of writing.		Core in relation to skills as it develops students' ability to embellish writing through adding or replacing missing or repeated words, reordering sentences in addition to checking the beginning, middle, and end of the writing. It also includes correcting spelling, capitalization, checking for a main idea, spelling and grammar	
Interpret and use correction signs	Prerequisite from Grade 4 to	3,7 3 3 3 3	
and symbols.	Grade 5 and subsequent		
	classes		
	Participate in guid	ed activities.	
Provide descriptions using memorized expressions.		core in relation to skills as it develops students' ability to develop accuracy rather than fluency and includes: repetition, scaffolding and specific target language focus	5 periods
Select / provide appropriate title for short paragraphs.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

				1
	Arrange scrambled words and/or	Prerequisite from Grade 4 to		
	sentences in the correct order.	Grade 5 and subsequent		
		classes		
	Construct simple and compound	Prerequisite from Grade 4 to		
	sentences using appropriate	Grade 5 and subsequent		
	connectors.	classes		
		Develop confidence in ability to	communicate in writing.	
	Read one's writing to peers.		Core in relation to skills as it	3 periods
			develops students' ability to	
			read with fluency to	
			promote self-actualization	
	Contribute ideas for collaborative		Core in relation to skills as it	
	writing.		develops students' ability to	
			contribute and collaborate	
		Demonstrate logical th	inking strategies.	
	Select alternative solutions.	Prerequisite from Grade 4 to		
		Grade 5 and subsequent		
		classes		
	Determine irrelevant information in	Prerequisite from Grade 4 to		
	spoken or written discourse.	Grade 5 and subsequent		
Thinking		classes		
	Predict outcomes or content.		Core in relation to skills as it	
			develops students' ability to	
			students to use information	
			available, and prior	
			knowledge to anticipate	
			what will happen	

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الخامس الأساسي

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

References:

Decree No. 10227 of 8/5/1997

Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the			, (= 2000 = 200	,	
Curriculum					
Content					
	Criterion for classifying each as core Allocated Periods				
Skill	Core Objectives and Performance Tasks	Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities.  This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
		Comprehend explicit informati	on in spoken discourse.		
	Form and respond to referential	Prerequisite from Grade 5 to			
	questions.	Grade 6 and subsequent		10 periods	
		classes			
Listening	Trace route / path on a map.		Core in relation to skills as it		
			develops students' ability to		
			connect active listening		
			and attention to details		
			with reading maps		

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

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

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

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

Complete a cloze passage on a		Core in relation to skills as it	
familiar topic.		develops students' ability to	
		use prior knowledge to	
		construct a text	
	Comprehend and interpret	t written discourse.	
Identify cause and effect	Prerequisite from Grade 5 to		10 periods
relationships, facts and opinions,	Grade 6 and subsequent		
main ideas and supporting details in	classes		
narrative and informational texts.			
Predict contents of a text by	Prerequisite from Grade 5 to		
accessing prior knowledge and	Grade 6 and subsequent		
experience.	classes		
Revise predictions of outcomes /		Core in relation to reading	
consequences from textual clues.		skills as it develops	
		students' ability to use	
		information available, and	
		prior knowledge to	
		anticipate what will happen	
Infer logical consequences by		Core in relation to skills as it	
relating causal relationships.		develops students' ability to	
		use reasoning regarding	
		causes and effects	
Compare and contrast major	Prerequisite from Grade 5 to		
similarities / differences between	Grade 6 and subsequent		
two objects, characters, activities,	classes		
etc.			

December 19 and		Constructed to the state of	
Recognize main literary form (poetry		Core in relation to skills as it	
and prose).		develops students' ability to	
		identify literary genres.	
Fill in a summary chart.		Core in relation to skills as it	
		develops students' ability to	
		fill in an organizer	
Cor	mprehend, appreciate and enjoy	y literary written discourse.	
Explain personal identification with a		Core in relation to skills as it	9 periods
character.		develops students' ability to	
		use personal information	
		to promote self-	
		actualization	
Evaluate the author's solution with		Core in relation to skills as it	
reference to key details in text.		develops students' ability to	
		think critically after	
		revisiting the content	
Identify and use transparent context	Prerequisite from Grade 5 to		
clues to infer the particular meaning	Grade 6 and subsequent		
of words, multiple meaning words,	classes		
and idiomatic expressions.			
Combine word parts to create new	Prerequisite from Grade 5 to		
words.	Grade 6 and subsequent		
	classes		
Select or suggest synonyms,	Prerequisite from Grade 5 to		
antonyms, and homographs.	Grade 6 and subsequent		
antonyms, and nomographs.	•		
	classes		

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

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

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

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

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

Devise announcements, instructions,	Prerequisite from Grade 5 to		
ads, etc following a certain model.	Grade 6 and subsequent		
	classes		
Complete forms for school-related		Core in relation to skills as it	
activities.		develops students' ability to	
		complete different formats	
	Produce creative	•	
Add events to a narrative piece with	Prerequisite from Grade 5 to		
descriptive details.	Grade 6 and subsequent		6 periods
·	classes		·
Maintain a journal / diary on a	Prerequisite from Grade 5 to		
regular basis.	Grade 6 and subsequent		
-	classes		
Fill in bubbles in a cartoon strip.		Core in relation to skills as it	
		develops students' ability	
		to fill in a few images:	
		themes of humor, topics	
		on issues , telling stories ,	
		making comic strips, or	
		presenting	
		characters using concise	
		language	
		Core in relation to skills as it	
Make up short, free verse poems, -		develops students' ability to	
songs, riddles, etc.		be creative.	
Create a new verse for a well-known		Core in relation to skills as it	
song using the same tune and rhyme.		develops students' ability to	
		be creative.	

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

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف السادس الأساسي

Grade: Six Subject Matter: English Language and Literature **Cycle 2 of Basic Education References:** Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature Details of the Curriculum Content Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an skills, attitudes, and / or integrated way which engages students in various activities. values **Core Objectives and Performance** Skill **Prerequisites with** This is why the time will be Tasks Identification divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Comprehend explicit information in spoken discourse. Listening Prerequisite from Grade 6 to 12 periods Generate questions on text. Grade 7 and subsequent classes Comment on oral descriptions. Prerequisite from Grade 6 to Grade 7 and subsequent classes Retell story in own words. Prerequisite from Grade 6 to Grade 7 and subsequent classes Restate steps in a process. Prerequisite from Grade 6 to Grade 7 and subsequent classes Recognize irrelevant information. Prerequisite from Grade 6 to Grade 7 and subsequent classes

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

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

Discuss main ideas and events in	Prerequisite from Grade 6 to		
informational and narrative	Grade 7 and subsequent classes		
passages.			
Paraphrase the contents of a short	Prerequisite from Grade 6 to		
text using complete sentences.	Grade 7 and subsequent classes		
Identify and explain pronoun	Prerequisite from Grade 6 to		
referents.	Grade 7 and subsequent classes		
		Core in relation to skills as it	
Fill in a cloze passage on varied		develops students' ability to	
narrative texts.		use background experience,	
		knowledge of syntax and	
		vocabulary, and other higher	
		order thinking skills to fill in	
		the blanks	
Write labels for missing elements in		Core in relation to skills as it	
non-prose texts (graphs, charts,		develops students' ability to	
diagrams, etc.)		comprehend, choose	
, ,		essential words, guide the	
		readers	
Chart specific information.		Core in relation to skills as it	
		develops students' ability to	
		classify	
	Comprehend and interpre		
Explain cause and effect	Prerequisite from Grade 6 to		10 periods
relationships in narrative and	Grade 7 and subsequent classes		10 perious
informational texts.	Grade / and subsequent classes		
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Distinguish between personal		Core in relation to skills as it
opinions and factual opinions.		develops students' ability to
		comprehend and develop
		their critical and analytical
		skills in both reading and
		listening
Differentiate between fiction and	Prerequisite from Grade 6 to	
non-fiction.	Grade 7 and subsequent classes	
Discuss elements of fiction and non-	Prerequisite from Grade 6 to	
fiction.	Grade 7 and subsequent classes	
Predict contents of a text by		Core in relation to reading
accessing knowledge from content		skills as it develops students'
matter areas and from personal		ability to use information
experiences.		available, and prior
		knowledge to anticipate
		what will happen
Discuss main ideas and events.		Core in relation to skills as it
		develops students' ability to
		talk about what they
		comprehend
Justify and confirm inferences		Core in relation to skills as it
about outcomes.		develops students' ability to
		comprehend using
		higher level guiding
		questions (why,
		how, what) and clues
		to connect outcomes
		with justifications

Categorize similarities and	Prerequisite from Grade 6 to		
differences between characters,	Grade 7 and subsequent classes		
actions, feelings, etc.	·		
		Core in relation to skills as it	
Order information into various		develops students' ability to	
logical sequences		organize information	
	Comprehend, appreciate and enjo	y literary written discourse.	
Justify feelings about characters,	Prerequisite from Grade 6 to		6 periods
events, etc.	Grade 7 and subsequent classes		·
Infer meaning from specific	Prerequisite from Grade 6 to		
examples, definitions, or from	Grade 7 and subsequent classes		
general context.			
Analyze word parts to deduce	Prerequisite from Grade 6 to		
meaning of new words.	Grade 7 and subsequent classes		
Recognize and provide synonyms,	Prerequisite from Grade 6 to		
antonyms, homographs, and	Grade 7 and subsequent classes		
homophones.			
	Expand linguistic ar	nalysis skills.	
Read grade-level text orally with		Core in relation to skills as it	10 periods
accuracy, appropriate rate, and		develops students' ability to	
expression.		read aloud	
Read grade-appropriate sight words		Core in relation to skills as it	
(part two of the nouns Dolch		develops students' ability to	
words).		read aloud and comprehend	
		commonly used words in	
		contexts	

	Identify the discourse markers.		Core in relation to skills as it	
			develops students' ability to	
			identify attitude through	
			words that connect, organize	
			and manage what is said or	
			written(e.g. Okay , right)	
	Chart common derivatives from		Core in relation to skills as it	
	base.		develops students' ability to	
			classify words that are	
			formed from existing words	
			in context	
			( e.g. treatment from treat)	
	Interpret basic connotations of high		Core in relation to skills as it	
	frequency words.		develops students' ability to	
			differentiate between	
			denotation( dictionary	
			definition e.g. white is a color )	
			and connotation(its	
			association with positive	
			feelings: a symbol of peace)	
	Devise personal word play games to		Core in relation to skills as it	
	organize vocabulary.		develops students' ability to	
			be creative	
	Infer meaning from specific		Core in relation to skills as it	
	examples, definitions, or form		develops students' ability to	
	general context.		infer meaning	
Oral		Convey informatio	n and ideas.	
	Discuss topics from different	Prerequisite from Grade 6 to		10 periods
Communication	content matter areas.	Grade 7 and subsequent classes		

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

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

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

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

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

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

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

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف السابع الأساسي

Subject Matter: English Language and Literature **Grade:** Seven **Cycle 3 of Basic Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997) Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in skills, attitudes, and / or an integrated way which engages students in various values **Core Objectives and Performance** activities. This is why the Skill **Prerequisites with Identification** Tasks time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Listening Demonstrate understanding of increasingly complex and varied audio input. Prerequisite from Grade 7 to 12 periods Identify main ideas. Grade 8 and subsequent classes Core in relation to skills as it develops students' ability to Follow directions and instructions. follow rules Core in relation to skills as it develops students' ability to release stress and show Dramatize a situation described. talents

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

	Distinguish facts from opinions.  Identify differences between two	Prerequisite from Grade 7 to	Core in relation to skills as it develops students' ability to be objective	
	versions of an incident.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Provide a plausible conclusion.	Grade 8 and subsequent classes		
		Prerequisite from Grade 7 to		
	Relate ideas to one's experience.	Grade 8 and subsequent classes		
		Comprehend written discourse u	ising text-related clues.	
	Fill in a cloze passage with	Prerequisite from Grade 7 to		12 periods
	appropriate word forms.	Grade 8 and subsequent classes		
	Identify context clues which help	Prerequisite from Grade 7 to		
	decode unfamiliar lexis.	Grade 8 and subsequent classes		
	Match underlined vocabulary	Prerequisite from Grade 7 to		
	words to	Grade 8 and subsequent classes		
	synonyms/antonyms/definitions/p			
	hrasal verbs			
	Provide an alternative for a		Core in relation to skills as it	
	specific grammatical structure		develops students' ability to	
	used in a text.		find different ways to	
			transfer messages	
	Provide the meanings of prefixes	Prerequisite from Grade 7 to		
	and suffixes found in the text.	Grade 8 and subsequent classes		
		Demonstrate critical under		
			Core in relation to skills as it	12 periods
Reading	Distinguish fact from opinion.		develops students' ability to be objective	

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

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

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

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

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

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

Use correction signs and symbols	Prerequisite from Grade 7 to	
	<u>'</u>	
to revise drafts.	Grade 8 and subsequent classes	
		Core in relation to skills as it
Delete		develops students' ability to
words/phrases/irrelevancies.		be specific
		Core in relation to skills as it
Rearrange		develops students' ability to
words/phrases/sentences.		edit and proofread
1		Core in relation to skills as it
Check on writing for misspelled		develops students' ability to
words.		edit and proofread
Indicate places where more	Prerequisite from Grade 7 to	
supporting detail (facts, examples)	Grade 8 and subsequent classes	
	drade o and subsequent classes	
is required.	December 1911 Control Control	
Add descriptive	Prerequisite from Grade 7 to	
adjectives/adverbs to express the	Grade 8 and subsequent classes	
mood or feeling conveyed more		
clearly.		
Indicate places where short	Prerequisite from Grade 7 to	
sentences can be joined with a	Grade 8 and subsequent classes	
transition word.		
		Core in relation to values as
Share writing through oral		it develops students' self
reading.		confidence
		Core in relation to values as
		it develops students' ability
		to self-express themselves
Design a poster for your writing.		and boost their creativity

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

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثامن الأساسي

Subject Matter: English Language and Literature Grade: Eight **Cycle 3 of Basic Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998) Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in skills, attitudes, and / or an integrated way which engages students in various values **Core Objectives and** Skill **Prerequisites with** activities. This is why the time **Performance Tasks** Identification will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context. Listening Demonstrate understanding of increasingly complex and varied audio input. Distinguish between the main Prerequisite from Grade 8 to 12 periods Grade 9 and subsequent classes idea and supporting details. Prerequisite from Grade 8 to Dramatize a role in a dialogue. Grade 9 and subsequent classes Core in relation to skills as it Predict likely outcomes. develops students' ability to make logical predictions

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

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

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

		Core in relation to skills as it	
		develops students' ability to	
		balance and view the same	
Compare and contrast two		issue from different	
articles on the same subject.		perspectives	
		Core in relation to skills as it	
		develops students' ability to	
Interpret graphs, charts, tables,		analyze and transform data	
etc.		into discourse	
		Core in relation to attitude as	
Draw a suitable inference about a		it develops students' ability to	
text based on personal		establish an appropriate	
experiences.		attitude	
	Develop basic comprehension	of appropriate literature.	
Discuss the main characters,	Prerequisite from Grade 8 to		12 periods
setting, theme and plot.	Grade 9 and subsequent classes		
Trace the development of	Prerequisite from Grade 8 to		
characters in the story.	Grade 9 and subsequent classes		
Paraphrase the problem(s) which	Prerequisite from Grade 8 to		
the main character faces.	Grade 9 and subsequent classes		
Analyze the author's/poet's use	Prerequisite from Grade 8 to		
of figures of speech.	Grade 9 and subsequent classes		
Practice reading a poem or		Core in relation to skills as it	
passage aloud with appropriate		develops students' reading	
intonation/phrasing/rhythm.		strategies	

			Core in relation to skills as it	
			develops students' ability to	
	Create your own verse by using		show talents and creative	
	the poem as a model of style.		thinking	
			Core in relation to values as it	
			develops students' ability to	
			self-express themselves and	
	Design a jacket/flyer/ad for a		boost their creativity	
	specific literary work.			
		Seek and/or provid	e information.	
	Explain the steps of a complex	Prerequisite from Grade 8 to		12 periods
	process.	Grade 9 and subsequent classes		
			Core in relation to skills as it	
			develops students' ability to	
	Explain cause/effect relationships.		find connections	
			Core in relation to skills as it	
	Compare two methods of doing		develops students' ability to	
Oral	something.		find connections	
Communication			Core in relation to values as it	
	Report an incident when a		develops students' ability to	
	classmate was discriminated		notice signs of violation of	
	against.		human rights	
	Communi	cate and/or justify intellectual / e	motional / moral issues and pos	itions.
	Deny an accusation and explain	Prerequisite from Grade 8 to		12 periods
	why.	Grade 9 and subsequent classes		
	Explain in detail why you agree	Prerequisite from Grade 8 to		
	/disagree.	Grade 9 and subsequent classes		

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

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

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

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

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

Assess the plan against a set of		Core in relation to skills as it	
established criteria.		develops students' ability to	
		make appropriate decisions	
Rank options on a scale.		Core in relation to skills as it	
		develops students' ability to	
		organize their thoughts and	
		set priorities	
	Develop critical th	ninking skills.	
Generate questions of average	Prerequisite from Grade 8 to		
complexity.	Grade 9 and subsequent classes		
	Prerequisite from Grade 8 to		
Examine irrelevant information.	Grade 9 and subsequent classes		
Recognize logical fallacies in	Prerequisite from Grade 8 to		
arguments.	Grade 9 and subsequent classes		
Form new concepts through	Prerequisite from Grade 8 to		
drawing analogies with other	Grade 9 and subsequent classes		
content areas.			
Distinguish between	Prerequisite from Grade 8 to		
appropriate/inappropriate	Grade 9 and subsequent classes		
conclusions.			
Differentiate between patterns of	Prerequisite from Grade 8 to		
deductive, inductive and logical	Grade 9 and subsequent classes		
reasoning.			
		Core in relation to skills as it	
Verify the credibility of the		develops students' ability to	
source.		make scientific choices	

		0 1 1 1 1 1 1 1 1	
		Core in relation to attitudes as	
		it develops students' ability to	
		criticize and accept criticism	
Give and receive feedback.		respectfully	
	Transfer information from o	one context to another.	
Distinguish between inferences	Prerequisite from Grade 8 to		
and restatements based on the	Grade 9 and subsequent classes		
text.			
Use learned strategies to solve	Prerequisite from Grade 8 to		
new problems.	Grade 9 and subsequent classes		
Determine the most appropriate	Prerequisite from Grade 8 to		
way to classify information	Grade 9 and subsequent classes		
categories.			
Synthesize ideas from sources to	Prerequisite from Grade 8 to		
produce stories.	Grade 9 and subsequent classes		

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف التاسع الأساسي

Subject Matter: English Language and Literature Grade: Nine Cycle 3 of Basic Education References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an integrated way which skills, attitudes, and / or values engages students in various **Core Objectives and Performance** activities. This is why the Skill **Prerequisites with Tasks** time will be divided equally Identification among the four main skills whereas thinking and grammar will be embedded into the context. Listening Demonstrate understanding of increasingly complex and varied audio input. Prerequisite from Grade 9 to 12 periods Paraphrase the main idea First Secondary and subsequent classes Prerequisite from Grade 9 to Make inferences based on prior First Secondary and knowledge. subsequent classes Prerequisite from Grade 9 to Dramatize a whole situation/event First Secondary and described. subsequent classes

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

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

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

		Prerequisite from Grade 9 to		12 periods
Prov	vide an alternative outcome or	First Secondary and		
	conclusion and justify it.	subsequent classes		
		Prerequisite from Grade 9 to		
		First Secondary and		
Pa	raphrase cause-effect events.	subsequent classes		
		Prerequisite from Grade 9 to		
Co	omplete the missing part of a	First Secondary and		
	text.	subsequent classes		
		Prerequisite from Grade 9 to		
Just	tify your choice of a title for an	First Secondary and		
ex	xtract/story/poem or article.	subsequent classes		
		Prerequisite from Grade 9 to		
		First Secondary and		
Ma	ke a topic or sentence outline.	subsequent classes		
			Core in relation to skills as it	
Mal	ke appropriate inferences about		develops students' ability to read	
cł	haracters, themes and events.		between the lines	
Di	istinguish between stated and		Core in relation to skills as it	
iı	mplied information in a text.		develops students' ability to think	
			beyond the text	
			Core in relation to skills as it	
C	Compare/contrast two short		develops students' ability to	
	stories you have read.		balance things	
			Core in relation to skills as it	
			develops students' ability to	
Id	dentify context of an extract.		understand and draw conclusions	

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

			Constructor to a little and a little and a	
			Core in relation to skills as it	
Duan	soco and instifu nlans		develops students' ability to set	
Prop	ose and justify plans.		plans and justify choices	
		Prerequisite from Grade 9 to		
Compar	re two methods of doing	First Secondary and		
	something.	subsequent classes		
	Communic	ate and/or justify intellectual /	emotional / moral issues and position	ns.
		Prerequisite from Grade 9 to		12 periods
Deny an	accusation and defend a	First Secondary and		
	position.	subsequent classes		
		Prerequisite from Grade 9 to		
Evaluate	two possible solutions to	First Secondary and		
a	a problem /issue.	subsequent classes		
		Prerequisite from Grade 9 to		
Express	your attitude towards a	First Secondary and		
•	problem /issue.	subsequent classes		
	· · ·	Prerequisite from Grade 9 to		
Give	oral presentations on	First Secondary and		
	assigned topics.	subsequent classes		
			Core in relation to skills as it	
			develops students' ability to make	
Co	ompare two issues.		connections	
	•			
	e the way a person must		Core in relation to values as it	
	felt when own friends		develops students' ability to show	
ab	pandoned him/her.		sympathy	
	Initiate /sustain	and conclude a variety of practi	cal /social and professional conversa	tion acts.

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

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

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

	D 111 C D 1 D	
,	Prerequisite from Grade 9 to	
Compare/contrast timelines and	First Secondary and	
clusters.	subsequent classes	
		Core in relation to skills as it
		develops students' ability to make
Select relevant material from a		judgements about sources of
resource.		information and provide evidence
		Core in relation to skills as it
		develops students' ability to use
Correct non-parallel structures.		the correct pattern of words
Add/substitute more convincing		Core in relation to skills as it
details and arguments.		develops students' ability to
		establish reasoned opinions
Restate/reduce a sentence to clarify		Core in relation to skills as it
meaning.		develops students' ability to
		resolve any areas of confusion or
		misunderstanding
		Core in relation to skills as it
		develops students' ability to make
Select and narrow a topic.		appropriate choices
		Core in relation to skills as it
Take notes from audio-visual		develops students' ability to take
input.		notes from various modes
		Core in relation to skills as it
		develops students' ability to take
Interview a source and take notes.		notes

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

	Conduct a structured interview		Core in relation to skills as it
	with peers to elicit feedback on		develops students'
	language and content.		communication strategies
	language and content.		
			Core in relation to values as it
			develops students' self
	Share writing through oral reading		confidence
			Core in relation to values as it
			develops students' self confidence
	Post writing on bulletin board.		and self actualization
			Core in relation to values as it
			develops students' ability to self
			express themselves and boost
	Design a poster for own writing.		their creativity
	Submit writing to the school		Core in relation to values as it
	magazine.		develops students' self confidence
	Develop t	hinking strategies in problem-solv	ing, decision-making and conceptualizir
		Prerequisite from Grade 9 to	
	Evaluate appropriate graphic	First Secondary and	
	organizers.	subsequent classes	
		Prerequisite from Grade 9 to	
	Execute the plan by outlining	First Secondary and	
Thinking	course of action.	subsequent classes	
		Prerequisite from Grade 9 to	
		First Secondary and	
	Evaluate a goal for self or group.	subsequent classes	
		Prerequisite from Grade 9 to	
	Assess options for attaining a goal	First Secondary and	
	by relating to personal experience.	subsequent classes	

	Prerequisite from Grade 9 to		
Judge the plan against a set of	First Secondary and		
personal criteria.	subsequent classes		
	Prerequisite from Grade 9 to		
Formulate complex clarification	First Secondary and		
questions.	subsequent classes		
Develop and apply learned	Prerequisite from Grade 9 to		
mnemonic strategies to solve	First Secondary and		
learning problems.	subsequent classes		
		Core in relation to skills as it	
Discuss a problem presented in a		develops students' ability to deal	
text.		with problems	
		Core in relation to skills as it	
Devise an appropriate		develops students' ability to solve	
solution/plan for a given problem.		problems	
Determine example and attributes		Core in relation to skills as it	
related to a concept.		develops students' ability to	
		associate metadata	
Paraphrase, summarize and		Core in relation to skills as it	
organize a text.		develops students' ability to	
Classify, organize and categorize		organize ideas and restructure	
information.		them	
	Develop critical t	thinking skills.	
	Prerequisite from Grade 9 to		
Examine flow of ideas/logic of	First Secondary and		
argument.	subsequent classes		

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الأول الثانوي

Subject Matter: English Language and Literature **Grade**: First Secondary **Secondary Education** References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month: August - Year: 1997) Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for Classifying each as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in skills, attitudes, and/or an integrated way which engages students in various values **Core Objectives and Performance** Skill **Prerequisites with** activities. This is why the time **Tasks** will be divided equally among Identification the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate critical understanding of a variety of spoken discourse. Prerequisite from 1st 10 periods Identify tone, mood, intonation Secondary to 2<sup>nd</sup> Secondary and register. and subsequent classes Listening Prerequisite from  $1^{st}$ Identify and discuss a speaker's Secondary to 2<sup>nd</sup> Secondary motive and point of view. and subsequent classes Demonstrate awareness of the linguistic and organizational features of a text.

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

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

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

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

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

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

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

## الأهداف التّعليميّة المطلوبة لِمَنهَج مادّة اللغة الإنكليزية للصف الثاني الثانوي \_ فرع الإنسانيات

Subject Matter: English Language and Literature **Grade:** Second Secondary **Secondary Education Section:** Humanities References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month: July - Year: 1998) Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for Classifying it as core **Allocated Periods** Core in terms of knowledge, Language skills are taught in an skills, attitudes, and/or integrated way which engages **Core Objectives and Performance** students in various activities. This values Skill **Prerequisites with** Tasks is why the time will be divided Identification equally among the four main skills whereas thinking and grammar will be embedded into the context. Demonstrate awareness of different modes of spoken discourse. Prerequisite from 2nd 12 periods secondary humanities to Classify mode (persuasive, process, 3rd secondary Literature exposition). and Humanities/Sociology Listening and Economics Specify the method of Core in relation to skills as it development (cause /effect, develops students' ability to comparison /contrast, definition, make connections etc.).

Show understanding of the content of spoken discourse.  Prerequisite from 2nd secondary humanities to 3rd secondary humanities to 3rd secondary humanities of 2nd secondary and Humanities of 2nd secondary and Humanities of 2nd secondary and 2nd secondary and 4nd secondary and	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	
secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make connections of prior knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make connections of prior knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make logical conclusions  Explain the linguistic features of spoken discourse.  Core in relation to values as it develops students' ability to		Show understanding of the	content of spoken discourse.	
Identify main ideas.  3rd secondary Literature and Humanities/ Sociology and Economics  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or acquired information.  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  Core in relation to skills as it develops students' ability to make nomination of the new material  Core in relation to skills as it develops students' ability to make logical conclusions  Explain the linguistic features of spoken discourse.  Core in relation to values as it develops students' ability to		Prerequisite from 2nd		12 periods
and Humanities/ Sociology and Economics  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make connections of prior knowledge and apply it into the new material  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		secondary humanities to		
and Economics  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make connections of prior knowledge and apply it into the new material  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	Identify main ideas.	3rd secondary Literature		
Core in relation to skills as it develops students' ability to be objective  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into make connections of prior knowledge and apply it into the new material  Core in relation to skills as it develops students' ability to make connections of prior knowledge and apply it into the new material  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		and Humanities/ Sociology		
Distinguish between facts and opinion.  Relate supporting ideas to the main idea.  Core in relation to skills as it develops students' ability to focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into 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  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 develops students' ability to develops students' ability to develops students' ability to		and Economics		
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idea.  focus on main points  Core in relation to skills as it develops students' ability to make connections of prior knowledge or knowledge and apply it into acquired information.  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			Core in relation to skills as it	
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Relate to prior knowledge or knowledge and apply it into the new material  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 develops students' ability to develops students' ability to develops students' ability to			Core in relation to skills as it	
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acquired information.  the new material  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			make connections of prior	
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 skills as it develops students' ability to develops students' ability to	Relate to prior knowledge or		knowledge and apply it into	
Predict plausible conclusions.    Explain the linguistic features of spoken discourse.   Core in relation to values as it develops students' ability to make logical conclusions   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values as it develops students' ability to   Core in relation to values   Core in relati	acquired information.		the new material	
Predict plausible 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				
Explain the linguistic features of spoken discourse.  List items that show emotive value.  Core in relation to values as it develops students' ability to			develops students' ability to	
List items that show emotive value.  Core in relation to values as it develops students' ability to	Predict plausible conclusions.		<u> </u>	
develops students' ability to		Explain the linguistic fea	•	
	List items that show emotive value.			2 periods
adopt positive feelings			•	

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

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

		Core in relation to skills as it	
		develops students' ability to	
		understand expressions,	
		•	
<b>T</b>		words, or phrase that have a	
Explain idiomatic expressions.		figurative meaning	
	Prerequisite from 2nd		
	secondary humanities to		
	3rd secondary Literature		
Identify contextual clues that	and Humanities/ Sociology		
explain meaning.	and Economics		
	Improve reading rate	for specific purposes.	
		Core in relation to skills as it	6 periods
Enhance skimming and scanning		develops students' reading	
skills.		techniques	
		Core in relation to skills as it	
		develops students' ability to	
Focus on author's plan.		define outcomes	
		Core in relation to skills as it	
Locate contextual clues, cohesive		develops students' ability to	
devices and transitional links.		make connections	
D	emonstrate awareness of rhe	torical devices used in the text.	
		Core in relation to skills as it	8 periods
		develops students' ability to	
Identify key terms.		focus on relevant terminology	
		Core in relation to skills as it	
		develops students' ability to	
Identify coherence devices.		make connections	

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

Vary language use to meet audience expectations.		Core in relation to skills as it develops students' ability to adapt a speech according to various interests, level of	
	Prerequisite from 2nd secondary humanities to 3rd secondary Literature	understanding, attitudes, and heliefs	
Defend opinion cogently and	and Humanities/ Sociology		
effectively.	and Economics Use appropriate style	in any given situation.	
Employ diction appropriate to topic and situation.  Adopt appropriate tone, intonation, and body language.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics	Core in relation to skills as it develops students' ability to choose words that help them communicate subtext and layered meanings	6 periods
, , , , ,	Respond constructive	y 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.	
		Prerequisite from 2nd		10 periods
		secondary humanities to		
	Identify the elements that	3rd secondary Literature		
	contribute to the flow of an	and Humanities/ Sociology		
	argument.	and Economics		
		Prerequisite from 2nd		
		secondary humanities to		
		3rd secondary Literature		
	Point out strengths and	and Humanities/ Sociology		
	weaknesses of arguments.	and Economics		
		Prerequisite from 2nd		
		secondary humanities to		
	Comment on the language used by	3rd secondary Literature		
	the speaker (accent, choice of	and Humanities/ Sociology		
	words, intonation, etc.).	and Economics		
		Demonstrate commar	nd of academic writing.	
	Develop a full-length essay on	Prerequisite from 2nd		8 periods
Written	different subject matter areas,	secondary humanities to		
Communication	using a variety of discourse modes	3rd secondary Literature		
	(description, narration,	and Humanities/ Sociology		
	argumentation, etc.).	and Economics		

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

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

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

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

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثاني الثانوي \_ فرع العلوم

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

References:

Decree No. 10227 of 8/5/1997

Decree No. 1022/ 01 8/3/1997					
Details of the cur	riculum content of English Language	e and Literature - Circular No.33 /	m /1998 (Date: 1st - Month : Ju	ly - Year: 1998)	
Details of the	صّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ	ا تاريخ ٢٠١٨/٥/٢١ المبنى على التّخفيف ال	ليف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخة	
Curriculum	٣/٩/٣ ٢٠١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي.				
Content	٣٠١٦/٩/٣ للحلقة التالتة من التعليم الاساسي ومرحلة التعليم التانوي.				
		Criterion for Classifying it as core Allocated Periods			
			Core in terms of knowledge,	Language skills are taught in an	
			skills, attitudes, and/or	integrated way which engages	
	Core Objectives and		values	students in various activities.	
Skill	Performance Tasks	Prerequisites with		This is why the time will be	
		Identification		divided equally among the four	
				main skills whereas thinking	
				and grammar will be embedded	
				into the context.	
		Demonstrate basic comprehe	nsion of scientific discourse.		
	Summarize.	Prerequisite from 2nd		8 periods	
		secondary sciences to 3rd			
Listening		secondary Life Sciences /			
		General Sciences			
	Outline.		Core in relation to skills as it		
			develops students' ability to		
			organize their thoughts		

	Paraphrase.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Under	stand specific details and informa	tion from various scientific sou	rces.
	Identify main points in a lecture.	Prerequisite from 2nd		6 periods
		secondary sciences to 3rd		
		secondary Life Sciences /		
		<b>General Sciences</b>		
	Extract specific details from	Prerequisite from 2nd		
	documentaries and lectures.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Decode lectures using scientific	Prerequisite from 2nd		
	graphic conventions.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Interpret wha	t is heard.	
			Core in relation to skills as it	4 periods
			develops students' ability to	
	Relate to experience.		make connections	
			Core in relation to skills as it	
			develops students' ability to	
	Synthesize different details into		organize ideas and	
	one idea.		restructure them	
Reading	Understand information	n given through language discour	rse pertaining to scientific and p	professional material.

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

	Guess meaning from context.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Classify words into semantic and	Prerequisite from 2nd		
	topical categories.	secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
	Under	stand and produce discourse using	g more advanced notions of science	ence.
		Prerequisite from 2nd		4 periods
		secondary sciences to 3rd		
	Deliver cause/effect	secondary Life Sciences /		
	presentations.	General Sciences.		
		Make oral presentations on a va	riety of scientific situations.	
	Report on field observations.		Core in relation to skills as it	8 periods
			develops students' ability to	
Oral			learn how work is actually	
Communication			done in real circumstances	
	Conduct interviews for research		Core in relation to skills as it	
	purposes.		develops students' ability to	
			collect data through a series	
			of questions	
	Formulate scientific hypotheses.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		

	Present speech from visuals.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		
		Use different speech strateg	ies for specific situations.	
	Present short commentaries.		Core in relation to skills as it	6 periods
			develops students' ability to	
			use various presentation	
			strategies to talk about	
			different topics	
		Prerequisite from 2nd		
		secondary sciences to 3rd		
	Moderate discussions and	secondary Life Sciences /		
	debates.	General Sciences.		
		Produce specific	written forms.	
			Core in relation to skills as it	6 periods
			develops students' ability to	
			use precise and consistent	
			technical words	
Written	Define scientific terms.			
Communication			Core in relation to skills as it	
			develops students' ability to	
	Describe a process.		follow a logical sequence	
			Core in relation to skills as it	
			develops students' ability to	
	Classify and categorize.		understand relationships	
	U	Inderstand and produce discourse	e using basic notions of science.	

		Core in relation to skills as it	6 periods
			o perious
Decales as a leffert disease.		develops students' ability to	
Develop cause/effect discourse.		make connections	
Explain through consequence.		Core in relation to skills as it	
		develops students' ability to	
		draw conclusions through	
		proper reasoning	
Contrast by analogy.		Core in relation to skills as it	
		develops students' ability to	
		make logical connections	
		_	
	Demonstrate ability t	o write effectively.	
	Prerequisite from 2nd		2 periods
Vary the linguistic complexity	secondary sciences to 3rd		
and word choice according to an	secondary Life Sciences /		
audience.	General Sciences		
	Prerequisite from 2nd		
Use the words, expressions, and	secondary sciences to 3rd		
structures appropriate for topics	secondary Life Sciences /		
and tasks.	General Sciences		
	Tabulate scientifi	c information.	
	Prerequisite from 2nd		2 periods
	secondary sciences to 3rd		
Draw graphs, charts, and	secondary Life Sciences /		
diagrams.	<b>General Sciences</b>		

		5 ( 2		
		Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
	Construct tables.	General Sciences		
		Utilize proper vocabul	ary and grammar.	
	Use technical lexis for a variety	Prerequisite from 2nd		2 periods
	of scientific situations	secondary sciences to 3rd		
	(proportions, shapes, properties,	secondary Life Sciences /		
	states, equivalence, actions,	General Sciences		
	etc.).			
	Use grammatical components	Prerequisite from 2nd		
	most pertinent to scientific	secondary sciences to 3rd		
	discourse (such as the passive	secondary Life Sciences /		
	voice, conditionals, simple verb	General Sciences		
	tenses, articles and prepositions,			
	complex sentence structures,			
	etc.).			
		Evaluate information given thro	ough scientific conventions.	
	Criticize evidence.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
Thinking		General Sciences		
	Draw conclusions.	Prerequisite from 2nd		
		secondary sciences to 3rd		
		secondary Life Sciences /		
		General Sciences		

Predict consequences.	Prerequisite from 2nd		
Fredict consequences.	-		
	secondary sciences to 3rd		
	secondary Life Sciences /		
	General Sciences	4.	
	Transfer info		
Relate textual references to real		Core in relation to skills as it	
experiences.		develops students' ability to	
		make connections	
	Apply problem-sol	ving strategies.	
Identify problems.	Prerequisite from 2nd		
	secondary sciences to 3rd		
	secondary Life Sciences /		
	<b>General Sciences</b>		
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		Core in relation to skills as it	
knowledge.		develops students' ability to	
		make connections of prior	
		knowledge and apply it into	
		the new material	
		the new material	

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

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي ـ فرع الآداب والإنسانيّات

Subject Matter: English Language and Literature Grade: Third Secondary Section: Literature and Humanities

References:

Decree No. 10227 of 8/5/1997

	rriculum content of English Language a				
Details of the	، الصّادر ضمن التّعميم رقم ٢١/م/٢٠١ تاريخ	٢٠١٨/٥/٢ المبني على التّخفيف	فيف الصّادر ضمن التّعميم رقم ٢٨ /م/٢٠١ تاريخ ١	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخ	
Curriculum	٣/٩/٣ ٢٠١ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي.				
Content					
			for Classifying it as core	Allocated Periods	
		Prerequisites with	Core in terms of knowledge, skills,	Language skills are taught in an	
		Identification	attitudes, and/or values	integrated way which engages	
Skill		Identification		students in various activities.	
	Core Objectives and Performance	(There are no		This is why the time will be	
Skiii	Tasks	prerequisite		divided equally among the four	
		objectives for this		main skills whereas thinking	
		grade level since it is		and grammar will be embedded	
		the final year in		into the context.	
		school)			
		Demonstrate critical u	nderstanding of spoken discourse.		
			Core in relation to skills as it develops	12 periods	
			students' ability to		
	Discriminate between persuasive,		understand different		
Listanina	argumentative, informative types,		types of discourse; a skill that they		
Listening	etc.		need at the university level		
			Core in relation to behavior as it		
			develops students' ability to get the		
	Relate tone, stress and intonation		message properly; a skill that they		
I	to the purpose of what is said.		need at the university level		

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

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

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

	T-	
		Core in relation to skills as it develops 6 periods
		students' ability to create vivid and
	Use correct synonyms or	intriguing images; a skill that they
	equivalent phrases.	need at the university level
		Give oral presentations of varying lengths.
		Core in relation to skills as it develops 10 periods
		students' ability to generate ideas
	Contribute to brainstorming	about a certain topic; a skill that they
	activities.	need at the university level
		Core in relation to skills as it develops
	Practice giving speeches.	students' ability to build confidence in
	Practice advancing and defending	public speaking; a skill that they need
	a point of view on behalf of a	at the university level
	group.	
Oval		Core in relation to skills as it develops
Oral		students' ability to share evaluation
Communication	Report findings of a researched	results and develop
	project on different subject matter	recommendations; a skill that they
	areas.	need at the university level
		Core in relation to attitudes and
	React verbally to oral or written	values as it develops students' ability
	texts.	to take a stand or show empathy
	Contrib	ute constructively to the development of the argument at hand.
	Engage in critical discussions.	Core in relation to skills and attitudes 8 periods
	Express ideas cogently.	as it develops students' ability to
	Participate in and lead debates.	argue politely and to gain adherence
	Lead discussion groups.	

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

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

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

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

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

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

References:

Decree No. 10227 of 8/5/1997				
Details of the curriculum content of English Language and Literature				
Details of the	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٥/٥/٢ المبني على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ			
Curriculum		, ,		٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي
Content			ع ومرحد التعليم التالوي.	۱۰۱۱/۱۱۱ سطاح المالية المالية المالية
		Criterion	for Classifying it as core	Allocated Periods
		Prerequisites with	Core in terms of knowledge, skills,	Language skills are taught in an
		Identification (There	attitudes, and/or values	integrated way which engages
	Core Objectives and	are no prerequisite		students in various activities.
Skill	Performance Tasks	objectives for this		This is why the time will be
		grade level since it is		divided equally among the four
		the final year in		main skills whereas thinking
		school)		and grammar will be embedded
		,		into the context.
		Demonstrate basic u	nderstanding of academic lectures.	
			Core in relation to skills as it develops	8 periods
			students' ability to organize ideas and	
Listening			restructure them; a skill that they	
Listering	Summarise lectures.		need at the university level	
			Core in relation to skills as it develops	
			students' ability to take notes; a skill	
	Take notes.		that they need at the university level	

r-		
	Core in relation to skills as it develops	
	students' ability to make logical	
	connections; a skill that they need at	
Make relevant comments.	the university level	
	Core in relation to attitude as it	
	develops students' ability to vary	
Identify speaker, context, and	style and level of formality depending	
audience.	on the context and the audience	
Identify main ideas.	Core in relation to skills as it develops	
	students' ability to focus on main	
	points; a skill that they need at the	
	university level	
	Demonstrate critical understanding of spoken discourse.	
Reinterpret presented ideas using	Core in relation to skills as it develops	8 periods
researched information.	students' ability to organize ideas and	
	restructure them	
Point out gaps in lecture.	Core in relation to skills as it develops	
	students' ability to objectively	
	criticize and asses	
Identify speaker's purpose, role,	Core in relation to attitude as it	
and tone.	develops students' ability to set a	
	clear purpose and to establish an	
	appropriate attitude with a proper	
	tone of voice	
Demo	onstrate awareness of linguistic and organizational structure of to	ext.
	Identify speaker, context, and audience. Identify main ideas.  Reinterpret presented ideas using researched information.  Point out gaps in lecture.  Identify speaker's purpose, role, and tone.	Make relevant comments.  Make relevant comments.  Make relevant comments.  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.  Point out gaps in lecture.  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

		Core in relation to attitude as	s it 8 periods
		develops students' ability to v	ary
	Identify features of style and	style and level of formality depe	nding
	register.	on the context	
		Core in relation to skills as it dev	relops
		students' ability to focus on rele	evant
	Identify key terms stressed in	terminology; a skill that they no	ed at
	text.	the university level	
		Core in relation to skills as it dev	relops
		students' ability to make logi	cal
		connections; a skill that they ne	ed at
	Identify transitionals.	the university level	
		Core in relation to skills as it dev	relops
		students' ability to follow a log	gical
	Identify methods of	sequence; a skill that they need	at the
	development of ideas.	university level	
	Demonstr	ate understanding of specialized texts (History, Geograph	ny, Economics).
		Core in relation to skills as it dev	relops 8 periods
	Recognize, identify, and define	students' ability to focus on rele	evant
	related concepts and	terminology; a skill that they no	ed at
Reading	terminology.	the university level	
		Core in relation to skills as it dev	relops
		students' ability to focus on m	aain
		points; a skill that they need at	the
	Identify main ideas and details.	university level	

Recognize and identify irrelevant information and false generalizations.  Identify and explain implied meanings and attitudes.  Identify and explain bias, false analogies, faulty deductions,	Core in relation to skills as it develops students' ability to identify false arguments and prove them wrong with reasoning  Core in relation to attitudes as it develops students' ability to adopt certain attitudes based on the situation  Core in relation to skills as it develops students' ability to make objective	
incomplete statistics, and	claims; a skill that they need at the	
insignificant differences.	university level ad and analyse texts to identify and explain organizational pattern	15.
	Core in relation to skills as it develops	8 periods
Identify thesis statement, topic	students' ability to organize and	o periods
sentence, supporting details, and	structure their thoughts; a skill that	
conclusion.	they need at the university level	
Identify elements of cohesion in	Core in relation to skills as it develops	
a text (opening and closing	students' ability to make logical	
statements, key terms,	connections; a skill that they need at	
transitionals, parallelism, and the	the university level	
like).		
Identify different writing styles	Core in relation to skills as it develops	
and explain how they change	students' ability to vary style	
according to topic, writer, and	according to context; a skill that they	
context.	need at the university level	
Demon	strate ability to cope with assigned readings in specialized publica	ations.

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

Identi	fy 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.	
Sumi	marize main ideas fluently and accurately.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level  Core in relation to values as it develops students' ability to show	
React	to other's views in critical discussions.		empathy	
		ow advanced command o	of oral presentations of researched topic	
Mair as into Sup varie	evelop main ideas fully intaining unity of theme. Intain audience interest by sking questions, varying nation, and using graphic illustrations.  port presentations with a ty of data (statistics, facts,		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
	e timed presentations on pre-assigned topics.	Participate in	problem solving activities.	

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

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

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

Make valid evaluati	ons,	Core in relation to skills as it develops	
judgments, and inference	ences.	students' ability to give objective	
Present critique of text	s and of	judgements; a skill that they need at	
others' work.		the university level	
	Develop awaren	less of interaction between fields.	
Apply techniques learne	ed in one	Core in relation to skills as it develops	
field in another.		students' ability to make logical	
		connections	
Relate changes in one	field to		
changes in other fiel	ds to		
demonstrate interdepend	dence of		
fields of study.			
	Show the ability to evaluate di	fferent theories and strategies in fields of	study.
Explain a theory		Core in relation to skills as it develops	
Discuss the applicabili	ty of a	students' ability to reflect on different	
theory to a specific co	ontext.	theories	
Compare between one	theory	7	
and another.			

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

**Grade:** Third Secondary Subject Matter: English Language and Literature Sections: General Sciences & Life Sciences References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature Details of the ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠ تاريخ ٢٠١٥/٥/٢١ المبنى على التّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠ تاريخ Curriculum ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة االتعليم الثانوي. Content Criterion for Classifying it as core **Allocated Periods** Core in terms of knowledge, skills, Language skills are taught in an Prerequisites with attitudes, and/or values integrated way which engages **Identification** (There are students in various activities. **Core Objectives and** Skill no prerequisite This is why the time will be **Performance Tasks** objectives for this grade divided equally among the four level since it is the final main skills whereas thinking and grammar will be embedded year in school) into the context. Sustain comprehension in extended scientific discourse Summarize arguments. Core in relation to skills as it develops 4 periods Outline salient points. students' ability to organize ideas and restructure them; a skill that they need Paraphrase parts of information. at the university level Listening Demonstrate awareness of the special language used in scientific discourse. Identify special linguistic Core in relation to skills as it develops 4 periods structures and explain how students' ability to derive the meaning they deviate from normal of individual words and to understand semantic relations; a skill that they discourse. need at the university level

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

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

	Substantiate scientific	Core in relation to skills as it develops	4 periods
	hypotheses.	students' ability to explain things by	·
	7,1	using evidence; a skill that they need at	
		the university level	
	Present own observations	Core in relation to skills as it develops	1
	using visuals.	students' ability to illustrate data	
		visually; a skill that they need at the	
		university level	
		Use different speech strategies for specific situations.	
	Present longer commentaries.	Core in relation to skills as it develops	5 periods
		students' ability to use various	
		presentation strategies to talk about	
		different topics	
	Comment on other speakers	Core in relation to skills as it develops	
	presentations.	students' ability to develop critical	
		thinking	
	Participate in scientific	Core in relation to skills as it develops	
	defensive discourse.	students' ability to argue objectively; a	
		skill that they need at the university	
		level	
		Produce extended written forms.	
	Develop scientific	Core in relation to skills as it develops	2 periods
Written	description.	students' ability to argue objectively; a	
Communication		skill that they need at the university	
		level	
		Understand and produce discourse using extended notions of scien	ce.

		Core in relation to skills as it develops	3 periods
		students' ability to make logical	5 perious
	Develop cause/effect	connections; a skill that they need at	
	•		
	discourse.	the university level	
	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,	Core in relation to skills as it develops	3 periods
	grammatically and clearly.	students' writing strategies; a skill that	
	Vary style and register	they need at the university level	
	according to topic and task.		
	Select appropriate technical		
	terminology.		
		Utilize a wide range of vocabulary and grammar.	
	Use extensive technical lexis	Core in relation to skills as it develops	
	for a variety of scientific	students' ability to use wide concepts	4 periods
	situations.	and expressions	
		Core in relation to skills as it develops	
		students' ability to use wide concepts	
	Use a variety of grammatical	and expressions to produce	
	components most pertinent	grammatically correct sentences that fit	
	to scientific discourse.	the context	
		Evaluate information given through extended scientific discourse	
	Assess logical relationships.	Core in relation to skills as it develops	
Thinking Skills	Determine whether a theory	students' ability to make sound	
	is warranted.	judgements by using evidence; a skill	
		that they need at the university level	

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