

المضامين التعليمية الأساسية والمحتوى العلمي الأساسي المرتبط بالأهداف الأساسي لمنهج مادة اللغة الإنكليزية و آدابها والمطلوبة لصفوف

الشهادة الرسمية (المتوسطة والثانوية العامة بفروعها الأربعة)

للعام الدراسي ٢٠٢٣-٢٠٢٤ (حصراً)

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## الأسباب الموجبة:

### إنّ الظروف والحيثيات المذكورة أدناه:

- الوضع الاقتصادي المتأزم في لبنان والأوضاع الاجتماعية الصعبة
  - نتيجة الدراسة التي أجراها المركز التربوي للبحوث والإنماء حول إنجاز المواضيع/ الأهداف الأساسية حتى آخر شباط ٢٠٢٤ ونسب الإنجاز المتفاوتة بين مادة وأخرى.
  - الاجتماعات مع كافة المعنيين في الحقل التربوي من القطاعين الرسمي والخاص، روابط ونقابات المعلمين وما أظهرته من صعوبات وتعثر لدى المعلمين والمتعلمين تحول دون استكمال المنهج المقرر.
  - انصاف كافة المتعلمين في القطاعين الرسمي والخاص.
- استدعت منّا إعادة النظر في مضامين التعميم رقم ٢٤/م/٢٠٢٣ تاريخ ١٠/١٢/٢٠٢٣، للتأكد من تغطيتها/ إنجازها قبل المهل المحددة لنهاية العام الدراسي ٢٠٢٣-٢٠٢٤ في صفوف الشهادات الرسمية (الشهادة المتوسطة وشهادة الثانوية العامة- بفروعها الأربعة).

### المراجع المعتمدة في هذا السياق:

مناهج التعليم العام وأهدافها (المرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨) والتعاميم اللاحقة بحسب تفاصيل محتوي منهج مادة اللغة الإنكليزية وآدابها.

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف التاسع الأساسي والمطلوبة لامتحانات الشهادة المتوسطة للعام ٢٠٢٣-٢٠٢٤- حصراً

Subject Matter: English Language and Literature		Grade: Nine		Cycle 3 of Basic Education	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>		ملاحظة: يأخذ هذا المُستند بعين الإعتبار التخفيف الصَّادر ضمن التَّعميم رقم ٢٠١٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التخفيف الصَّادر ضمن التَّعميم رقم ٢٠١٦/م/٢١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التَّعليم الأساسي ومرحلة التَّعليم الثانوي رقم ٢٠٢٢/م/٣٩ تاريخ ٢٠٢٢/١٠/١٣.			
<b>Skill</b>	<b>Core Objectives and Performance Tasks</b>	<b>Criterion for classifying each as core</b>		<b>Allocated Periods</b>	
		<b>Prerequisites with Identification</b>		<b>Core in terms of knowledge, skills, attitudes, and / or values</b>	
<b>Listening</b>	<b>Demonstrate understanding of increasingly complex and varied audio input.</b>				
	Paraphrase the main idea	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Make inferences based on prior knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Dramatize a whole situation/event described.	Prerequisite from Grade 9 to First Secondary and subsequent classes			

Present jumbled events in chronological order.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
<b>Recognize and discriminate aspects of spoken discourse.</b>			
Discuss setting and topic.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Identify correct register/accnt/type of language used	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Draw a topic outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Use cloze procedure to focus on specific discourse markers		Core in relation to skills as it develops students' ability to utilize language components	
Paraphrase events and points of view presented.		Core in relation to skills as it develops students' ability to utilize language components and to organize ideas and restructure them	
<b>Demonstrate critical understanding of spoken discourse.</b>			
Criticize speaker's opinions and attitude.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Compare/contrast two versions of the same piece of news.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Analyze emotional impact of audio input.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

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

Paraphrase cause-effect events.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Complete the missing part of a text.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Justify your choice of a title for an extract/story/poem or article.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Make a topic or sentence outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Compare/contrast two short stories you have read.		Core in relation to skills as it develops students' ability to balance things	
Identify context of an extract.		Core in relation to skills as it develops students' ability to understand and draw conclusions	
Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
Analyze attitude in the text.		Core in relation to attitude as it develops students' ability to establish an appropriate	
<b>Develop basic comprehension of appropriate literature.</b>			
Analyze main characters, setting, theme, and plot.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Discuss how the following elements developed: theme, character, plot, setting.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Rate author's use of figures of speech.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.		Core in relation to skills as it develops students' ability to utilize reading strategies	
	Create your own verse by using a poem as a model of style.		Core in relation to skills as it develops students' creativity	
	<b>Seek and/or provide information.</b>			
	Explain why certain cause/effect relationships in science occur.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Compare two methods of doing something.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	<b>Communicate and/or justify intellectual / emotional / moral issues and positions.</b>			
	Deny an accusation and defend a position.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate two possible solutions to a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Express your attitude towards a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Give oral presentations on assigned topics.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Describe the way a person must have felt when own friends abandoned him/her.		Core in relation to values as it develops students' ability to show sympathy	
	<b>Initiate /sustain and conclude a variety of practical /social and professional conversation acts.</b>			
<b>Oral Communication</b>				

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



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

Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
<b>Apply process writing skills.</b>			
Organize ideas into outlines, loops, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Compare/contrast timelines and clusters.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Select and narrow a topic.		Core in relation to skills as it develops students' ability to make appropriate choices	
Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes	
Interview a source and take notes.		Core in relation to skills as it develops students' ability to take notes	
Identify the purpose of a writing task.		Core in relation to attitude as it develops students' ability to set a clear purpose	
Identify audience: self, peers, teacher, other.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience	

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

	Share writing through oral reading		Core in relation to values as it develops students' self confidence	
	Post writing on bulletin board.		Core in relation to values as it develops students' self confidence and self actualization	
	Design a poster for own writing.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
	Submit writing to the school magazine.		Core in relation to values as it develops students' self confidence	
	<b>Develop thinking strategies in problem-solving, decision-making and conceptualizing.</b>			
<b>Thinking</b>	Evaluate appropriate graphic organizers.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Execute the plan by outlining course of action.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate a goal for self or group.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Assess options for attaining a goal by relating to personal experience.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Judge the plan against a set of personal criteria.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Formulate complex clarification questions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

Develop and apply learned mnemonic strategies to solve learning problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Discuss a problem presented in a text.		Core in relation to skills as it develops students' ability to deal with problems	
Devise an appropriate solution/plan for a given problem.		Core in relation to skills as it develops students' ability to solve problems	
Paraphrase, summarize and organize a text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
Classify, organize and categorize information.			
<b>Develop critical thinking skills.</b>			
Examine flow of ideas/logic of argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Generate questions of advanced complexity.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Distinguish between relevant and irrelevant information.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Recognize logical fallacies/inconsistencies in an argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Verify given conclusion.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Evaluate other conclusions against a set of criteria.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Reflect on patterns of deductive, inductive and logical reasoning.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Give and receive feedback.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
<b>Transfer information from one context to another.</b>				
	Relate knowledge from one subject-matter area to another.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Analyze data introduced in charts, graphs, maps, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Relate logical inferences based on the text to background knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select and use learned strategies to solve new problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reconstruct elements of text into new whole.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Synthesize ideas from sources to produce arguments and mini-research projects.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate information extracted from the text.		Core in relation to skills as it develops students' ability to give objective judgements	

## محاوَر مَنهَج مادّة اللّغة الإنكليزية للصفّ التّاسع الأساسي والمطلوبة لامتحانات الشهادة المتوسطة للعام ٢٠٢٣-٢٠٢٤-حصراً

المادّة: اللّغة الإنكليزية		الصفّ: التّاسع الأساسي	الحلقة : الثالثة
المرجع: تفاصيل محتوى منهج مادة اللغة الإنكليزية للصفّ التّاسع الأساسي من مرحلة التّعليم الأساسي			
ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٨/م/٢٠١٨ تاريخ ٢١/٥/٢٠١٨ والتّخفيف الصّادر ضمن التّعميم رقم ٢١/م/٢٠٢١ تاريخ ٢٣/٨/٢٠٢١			
Curriculum Content Details		Decree No. 10227 of 8/5/1997	
Required Themes	Reason for Selecting Them		
Building Self Confidence	These themes were covered by most public as well as private school teachers.		
Mysteries			
The Generation Gap			
Tolerance			
Disasters			
Global Warming			
The Supernatural			
Valuing the Planet Earth			

**Writing Types:** narrative, problem-solution, and cause-effect essays

**Grammar:** active and passive voice, reported speech, clauses, tenses, inversion, modal auxiliaries (ability, possibility, certainty, obligation), conditionals (excluding wish)

## الأهداف التَّعليميَّة المطلوبة لِمَنهَج مادَّة اللغة الإنكليزية للصف الثالث الثانوي – فرعاً علوم الحياة و العلوم العامة والمطلوبة لامتحانات الشهادة الثانوية للعام ٢٠٢٣-٢٠٢٤ -حصراً

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Sections:</b> General Sciences & Life Sciences	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>	ملاحظة: يأخذ هذا المُستند بعين الإعتبار التَّخفيف الصَّادر ضمن التَّعميم رقم ٢٠١٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التَّخفيف الصَّادر ضمن التَّعميم رقم ٢٠١٦/م/٢١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التَّعليم الأساسي ومرحلة التَّعليم الثانوي رقم ٢٠٢٢/م/٣٩ تاريخ ٢٠٢٢/١٠/١٣.				
<b>Skill</b>	<b>Core Objectives and Performance Tasks</b>	<b>Criterion for classifying each as core</b>		<b>Allocated Periods</b>	
		<b>Prerequisites with Identification</b> (There are no prerequisite objectives for this grade level since it is the final year in school)	<b>Core in terms of knowledge, skills, attitudes, and/or values</b>		Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.
<b>Listening</b>	<b>Sustain comprehension in extended scientific discourse</b>				
	Summarize arguments.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level		
	Paraphrase parts of information.				
	<b>Demonstrate awareness of the special language used in scientific discourse.</b>				
	Identify special linguistic structures and explain how they deviate from normal discourse.		Core in relation to skills as it develops students' ability to derive the meaning of individual words and to understand semantic relations; a skill that they need at the university level		



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

	Derive relevant information from textbooks.		Core in relation to skills as it develops students' ability to obtain more detailed data; a skill that they need at the university level	
	Derive relevant information from other sources.		Core in relation to skills as it develops students' ability to collect enough data to convince and support one's view point; a skill that they need at the university level	
	<b>Demonstrate ability to interpret texts.</b>			
	Organize ideas in the form of tables, charts, graphs, etc.		Core in relation to skills as it develops students' ability to illustrate data visually; a skill that they need at the university level	
<b>Oral Communication</b>	<b>Understand and produce discourse using more advanced notions of science</b>			
	Deliver cause/effect presentations.		Core in relation to skills as it develops students' ability to make connections; a skill that they need at the university level	
	<b>Produce oral presentations on a variety of scientific situations.</b>			
	Substantiate scientific hypotheses.		Core in relation to skills as it develops students' ability to explain things by using evidence; a skill that they need at the university level	
	Present own observations using visuals.		Core in relation to skills as it develops students' ability to illustrate data visually; a skill that they need at the university level	
<b>Use different speech strategies for specific situations.</b>				

	Participate in scientific defensive discourse.		Core in relation to skills as it develops students' ability to argue objectively; a skill that they need at the university level	
	<b>Produce extended written forms.</b>			
	Develop scientific description.		Core in relation to skills as it develops students' ability to argue objectively; a skill that they need at the university level	
	<b>Understand and produce discourse using extended notions of science.</b>			
	Develop cause/effect discourse.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	<b>Observe the rules of good writing.</b>			
<b>Written Communication</b>	Write coherently, grammatically and clearly.		Core in relation to skills as it develops students' writing strategies; a skill that they need at the university level	
	Vary style and register according to topic and task.			
	Select appropriate technical terminology.			
	<b>Utilize a wide range of vocabulary and grammar.</b>			
	Use extensive technical lexis for a variety of scientific situations.		Core in relation to skills as it develops students' ability to use wide concepts and expressions	
	Use a variety of grammatical components most pertinent to scientific discourse.		Core in relation to skills as it develops students' ability to use wide concepts and expressions to produce grammatically correct sentences that fit the context	

Evaluate information given through extended scientific discourse.				
Thinking Skills	Assess logical relationships.		Core in relation to skills as it develops students' ability to make sound judgements by using evidence; a skill that they need at the university level	
	Determine whether a theory is warranted.			
	Engage in problem-solving tasks.			
	Identify research problems.		Core in relation to skills as it develops students' ability to conduct research; a skill that they need at the university level	
	Conduct an experiment.			
	Organize and analyse results.			
	Compare findings to those reported in literature.			

## محاور منهج مادة اللغة الإنكليزية لصفى علوم الحياة والعلوم العامة والمطلوبة لامتحانات الشهادة المتوسطة للعام ٢٠٢٣-٢٠٢٤-حصراً

المادة: اللغة الانكليزية	
الصف: الثاني الثالث	
الفرع: علوم الحياة والعلوم العامة	
المرجع: تفاصيل محتوى منهج مادة اللغة الانكليزية لصفى الثالث الثانوي – فرعا علوم الحياة و العلوم العامة من المرحلة الثانوية	
ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصادر ضمن التعميم رقم ٢٨/م/٢٠١٨ تاريخ ٢١/٥/٢٠١٨ والتّخفيف الصادر ضمن التعميم رقم ٢١/م/٢٠١٦ تاريخ ٣/٩/٢٠١٦ ، والتّخفيف الصادر ضمن التعميم رقم ١٣/م/٢٠٢١ تاريخ ٢٣/٨/٢٠٢١	
Curriculum Content Details	Decree No. 10227 of 8/5/1997
Required Themes	Reason for Selecting Them
Current Issues	These themes were covered by most public as well as private school teachers.
Natural Phenomena	
Technology	
The Ecological Environment	
The Teenager	
Human Rights	

**Writing Types:** persuasive, problem-solution, and cause-effect essays

**Figures of Speech:** simile, metaphor, irony, and personification

## الأهداف التعليمية المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرع الاجتماع والاقتصاد والمطلوبة لامتحانات الشهادة الثانوية للعام ٢٠٢٣-٢٠٢٤-حصراً

Subject Matter: English Language and Literature		Grade: Third Secondary		Section: Sociology and Economics	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content		ملاحظة: يأخذ هذا المُستند بعين الإعتبار التخفيف الصّادر ضمن التعميم رقم ٢٠١٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التخفيف الصّادر ضمن التعميم رقم ٢٠١٦/م/٢١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي رقم ٢٠٢٢/م/٣٩ تاريخ ٢٠٢٢/١٠/١٣.			
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate basic understanding of academic lectures.				
	Summarise lectures.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level		
	Take notes.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level		

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

	Identify transitionals.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify methods of development of ideas.		Core in relation to skills as it develops students' ability to follow a logical sequence; a skill that they need at the university level	
	<b>Demonstrate understanding of specialized texts (History, Geography, Economics).</b>			
<b>Reading</b>	Recognize, identify, and define related concepts and terminology.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Identify main ideas and details.		Core in relation to skills as it develops students' ability to focus on main points; a skill that they need at the university level	
	Identify and explain implied meanings and attitudes.		Core in relation to attitudes as it develops students' ability to adopt certain attitudes based on the situation	
	Identify and explain bias, false analogies, faulty deductions, incomplete statistics, and insignificant differences.		Core in relation to skills as it develops students' ability to make objective claims; a skill that they need at the university level	
	<b>Read and analyse texts to identify and explain organizational patterns.</b>			
	Identify thesis statement, topic sentence, supporting details, and conclusion.		Core in relation to skills as it develops students' ability to organize and structure their thoughts; a skill that they need at the university level	



	Identify elements of cohesion in a text (opening and closing statements, key terms, transitionals, parallelism, and the like).		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level		
	Identify different writing styles and explain how they change according to topic, writer, and context.		Core in relation to skills as it develops students' ability to vary style according to context; a skill that they need at the university level		
	<b>Demonstrate ability to cope with assigned readings in specialized publications.</b>				
	Make summaries and abstracts.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level		
	Make notes for research.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level		
	<b>Identify and manipulate technical jargon.</b>				
Identify and explain stylistic features of read materials.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level			
<b>Oral Communication</b>	<b>Demonstrate advanced oral skills in responding to oral or written input.</b>				
	Identify strengths and weaknesses of presentations.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level		
	Summarize main ideas fluently and accurately.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level		

	React to other's views in critical discussions.		Core in relation to values as it develops students' ability to show empathy	
<b>Show advanced command of oral presentations of researched topics.</b>				
	Develop main ideas fully maintaining unity of theme.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	
	Maintain audience interest by asking questions, varying intonation, and using graphic illustrations.			
	Support presentations with a variety of data (statistics, facts, audio-visual aids, etc.)			
	Make timed presentations on pre-assigned topics.			
<b>Participate in problem solving activities.</b>				
	Participate in and lead debates.		Core in relation to skills as it develops students' ability to communicate properly; a skill that they need at the university level	
	Ask for repetition and clarification.		Core in relation to skills and values as it develops students' ability to make polite requests; a skill that they need at the university level	
<b>Demonstrate practical knowledge of the rules of spoken discourse.</b>				
	Join conversations at appropriate transition points.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	

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

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

## محاور مَنهج مادّة اللغة الإنكليزية للصفّ الثانوي الثالث - فرع الاجتماع والاقتصاد

### والمطلوبة لامتحانات الشهادة المتوسطة للعام ٢٠٢٣-٢٠٢٤-حصراً

Curriculum Content Details	Decree No. 10227 of 8/5/1997
<b>Required Themes</b>	<b>Reason for Selecting Them</b>
<b>Current Local and Global Issues in Social Sciences and Economics</b>	These themes were covered by most public as well as private school teachers.
<b>The Media</b>	
<b>Human Rights</b>	
<b>Waves of Emigration</b>	
<b>The Ecological Environment</b>	
<b>Youth Problems and Interests</b>	
<b>Gender Issues</b>	
<b>Socio-economic Issues</b>	
<b>Pollution</b>	
<b>Natural Phenomena, Wonders, and Disasters</b>	
<b>The Family</b>	
<b>Developed, Developing, and Under-developed Countries</b>	

**Writing Types:** persuasive, problem-solution, and cause-effect essays

**Figures of Speech:** simile, metaphor, irony, and personification

## الأهداف التعلیمیة المطلوبة لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرع الآداب والإنسانيات والمطلوبة لامتحانات الشهادة الثانوية للعام ٢٠٢٣-٢٠٢٤- حصراً

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Section:</b> Literature and Humanities	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>		ملاحظة: يأخذ هذا المُستند بعين الإعتبار التخفيف الصادر ضمن التعميم رقم ٢٠١٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ المبني على التخفيف الصادر ضمن التعميم رقم ٢٠١٦/م/٢١ تاريخ ٢٠١٦/٩/٣ للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي رقم ٢٠٢٢/م/٣٩ تاريخ ٢٠٢٢/١٠/١٣.			
<b>Skill</b>	<b>Core Objectives and Performance Tasks</b>	<b>Criterion for classifying each as core</b>		<b>Allocated Periods</b>	
		<b>Prerequisites with Identification Identification</b> (There are no prerequisite objectives for this grade level since it is the final year in school)	<b>Core in terms of knowledge, skills, attitudes, and/or values</b>	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
<b>Listening</b>	<b>Demonstrate critical understanding of spoken discourse.</b>				
	Discriminate between persuasive, argumentative, informative types, etc.		Core in relation to skills as it develops students' ability to understand different types of discourse; a skill that they need at the university level		
	Relate tone, stress and intonation to the purpose of what is said.		Core in relation to behavior as it develops students' ability to get the message properly; a skill that they need at the university level		

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

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



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

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

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

## محاور مَنهج مادّة اللغة الإنكليزية للصفّ الثانوي الثالث - فرع الآداب والإنسانيّات والمطلوبة لامتحانات الشهادة المتوسطة للعام ٢٠٢٣-٢٠٢٤-حصراً

المادّة: اللغة الإنكليزية	الصفّ: الثانوي الثالث	الفرع: الآداب والإنسانيّات
المرجع: تفاصيل محتوى منهج مادّة اللغة الإنكليزية للصفّ الثالث الثانوي - فرع الآداب والإنسانيّات من المرحلة الثانويّة		
ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم ٢٠١٨/م/٢٨ تاريخ ٢٠١٨/٥/٢١ والتّخفيف الصّادر ضمن التّعميم رقم ٢٠١٦/م/٢١ تاريخ ٢٠١٦/٩/٣ ، والتّخفيف الصّادر ضمن التّعميم رقم ٢٠٢١/م/١٣ تاريخ ٢٠٢١/٨/٢٣		
Curriculum Content Details	Decree No. 10227 of 8/5/1997	
Required Themes	Reason for Selecting Them	
History	These themes were covered by most public as well as private school teachers.	
Psychology		
Sociology		
Literature and Fine Arts		

**Writing Types:** argumentative, persuasive, problem-solution, and cause-effect essays

**Figures of Speech:** simile, metaphor, irony, and personification