

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية

لمنهج مادة اللغة الإنكليزية و آدابها للعام الدراسي 2026-2027

الأهداف الأساسية تأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من مرحلة التعليم الأساسي ومرحلة التعليم الثانوي.

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الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 - 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

مقدمة للمناهج للعام الدراسي 2026-2027

شهد القطاع التربوي في لبنان خلال السنوات الأخيرة تحديات غير مسبقة نتيجة الأزمات المتلاحقة، الاقتصادية وجائحة كوفيد والحوادث الأمنية، التي أثرت بصورة مباشرة على انتظام العملية التعليمية التعلمية، وأدت إلى تراجع عدد أيام التعليم الفعلي وتفاقم فقدان التعلم لدى المتعلمين في مختلف المراحل الدراسية. ولمعالجة هذا الفقدان والعودة إلى المستوى المطلوب، برزت حاجة ملحة إلى مراجعة المناهج التعليمية التي جرى تقليصها في السنوات الأخيرة. وقد انعكست آثار هذا الواقع بصورة واضحة على مخرجات التعليم الثانوي، إذ بات عدد من المتعلمين ينتقلون إلى التعليم الجامعي وهم يعانون فجوات في المفاهيم الأساسية والكفايات المطلوبة لمتابعة دراستهم بنجاح، الأمر الذي يؤثر سلباً في مستوى جاهزيتهم الأكاديمية وفرص اندماجهم واستمرارهم في التعليم العالي.

وانطلاقاً من الحاجة إلى ضمان الحد الأدنى من المعارف والكفايات الأساسية التي يجب أن يكتسبها المتعلمون قبل انتقالهم إلى المراحل التعليمية اللاحقة، كان لا بدّ من العودة إلى المنهاج المعتمد في العام الدراسي 2018-2019 المحدد في التعميم رقم 2018/م/28 تاريخ 2018/5/21، المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من مرحلة التعليم الأساسي ولمرحلة التعليم الثانوي، باعتباره المرجعية الأساسية التي تضمن تغطية نواتج التعلم والكفايات المستهدفة وفقاً لمتطلبات المنهج الوطني. مع الأخذ بعين الاعتبار تخصيص من أسبوع إلى أسبوعين كحد أقصى لردم أي ثغرة ومن أجل تعزيز جودة التعليم واستمراريته بالرغم من كافة التحديات، كان لا بدّ من إعداد هذا المنهاج للعام الدراسي 2026-2027 وفق رؤية علمية وتربوية متكاملة، تراعي ما يأتي:

أولاً: تنفيذ "برنامج التدخّل التربوي"، والذي يهدف إلى ردم فقدان التعلم، ويستهدف المفاهيم والكفايات التأسيسية في مواد اللغات والرياضيات، وذلك للصفوف من الأساسي الثاني حتى الأساسي السادس. يمتدّ هذا البرنامج على مدى عشرة أسابيع، تشمل أسبوعين للتقويم التشخيصي وثمانية أسابيع لخطة التدخّل، باستثناء الصفّ الأساسي الثاني (4 أسابيع لخطة التدخّل و4 أسابيع لتجريب المناهج الجديدة)، ويبدأ مع انطلاق العام الدراسي، ويبنى محتوى التدخّل على نتائج التقويم التشخيصي الذي خضع له المتعلمون في بداية العام الدراسي الحالي (أيلول 2026).

ثانياً: القيام بالتقويم التشخيصي الوطني في الصفّ الأساسي التاسع، والصفّ الثانوي الأول، والصفّ الثانوي الثاني بفرعيه، والصفّ الثانوي الثالث بفروعه كافة.

المعطيات

- بداية التعليم الفعلي: الثلاثاء 15 أيلول 2026.
- نهاية التعليم الفعلي: بداية شهر حزيران 2027.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 - 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

- برنامج التدخل للتعافي: مخصص من الصف الأساسي الثاني حتى الصف الأساسي السادس، ويمتدّ على أسبوعين للتقويم التشخيصي، ومن ثمّ على مدى ثمانية أسابيع من الصف الأساسي الثالث حتى الصف الأساسي السادس، وعلى مدى أربعة أسابيع في الصف الأساسي الثاني (سوف تخصص 4 أسابيع في الصف الأساسي الثاني للمرحلة التجريبية للمناهج الجديدة - الوحدة التعلّمية).

وبناءً عليه،

1- برنامج التعافي من الصف الأساسي الثاني إلى الصف الأساسي السادس والمناهج للعام الدراسي 2026-2027

ينفذ هذا البرنامج من خلال تعليم فعلي للمفاهيم والكفايات التأسيسية لمواد الرياضيات واللغات على الشكل الآتي:

- بالنسبة إلى مواد اللغات

ينفذ البرنامج Learning Recovery (الصفوف الثاني والخامس والسادس أساسي) و TaRL (الصفان الثالث والرابع أساسي) ضمن حصص اللغات، بحيث تخصص له 7 حصص، من الصف الأساسي الثاني حتى الصف الأساسي الثالث، و6 حصص من الصف الأساسي الرابع حتى الصف الأساسي السادس.

- بالنسبة إلى مادة الرياضيات

تعتمد برنامج Learning Recovery

من الصف الأساسي الثاني، ينفذ البرنامج ضمن حصص مادة الرياضيات (5 حصص)، بالإضافة إلى تخصيص حصّة واحدة من حصص مادة العلوم لتطبيق أنشطة دعم تعزّز الموضوعات التأسيسية في الرياضيات. أما الحصص المتبقية من مادة العلوم فتخصص لمراجعة المفاهيم الأساسية التي يحتاجها معلّم/ة المادة. من الصف الأساسي الخامس حتى الصف الأساسي السادس، ينفذ البرنامج ضمن حصص مادة الرياضيات (5 حصص)، وتخصص حصتان من حصص مادة العلوم لتنفيذ أنشطة دعم تعزّز الموضوعات التأسيسية في مادة الرياضيات. أما الحصص المتبقية من مادة العلوم فتخصص لتدريس مادة العلوم، مع مراعاة تخصيص وقت كاف لمراجعة المعارف الضرورية التي يحتاجها معلّم/ة المادة، وذلك في إطار التحضير للسنة الدراسية الحالية.

من الصف الأساسي الخامس حتى الصف الأساسي السادس

تعتمد برنامج TaRL في الصفين الثالث والرابع الأساسي ضمن حصص الرياضيات.

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• أنشطة التعلّم الاجتماعي الانفعالي

تتقدّ هذه الأنشطة في بداية حصص مادة الجغرافيا، في الصّقوف الأساسي الخامس و الأساسي السادس، لمدة 15 دقيقة، على أن تستكمل الحصّة بتعليم مادة الجغرافيا. وفي الصّف الأساسي الثاني تطبّق هذه الأنشطة لمدة أربعة أسابيع (وسوف تخصّص 4 أسابيع في الصّف الأساسي الثاني للمرحلة التجريبية للمناهج - وحدة تعلّمية).

2- توزيع مناهج الموادّ خلال العام الدراسي 2026-2027

أسابيع التّعليم الفعليّ في الحلقتين الأولى والثّانية من التّعليم الأساسي
❖ الصّف الأساسي الأول

يعتمد المنهاج الكامل وتوزّع موضوعاته ودروسه على امتداد 30 أسبوعاً من التّعليم الفعليّ، من أصل 33 أسبوعاً دراسياً، مع تخصيص الأسابيع الثلاثة المتبقّية للتّقييم المستمرّ والتّقويم الإجماليّ.

❖ الصّف الأساسي الثاني

❖ يعتمد المنهاج الكامل للموادّ كما كان مطبقاً في العام الدراسي 2018-2019 مع إجراء تعديلات محدودة تتمثّل في اقتطاع عدد من الحصص التعليمية الأسبوعية بما يعادل الفترة المخصّصة لمعالجة الفاقد التعلّمي، على أن تكون هذه المدة من أسبوع إلى أسبوعين كحدّ أقصى بحسب خصوصية كل مادة ومتطلباتها، وتوزّع موضوعاته ودروسه على امتداد 30 أسبوعاً من التّعليم الفعليّ، من أصل 33 أسبوعاً دراسياً، مع تخصيص الأسابيع الثلاثة المتبقّية للتّقييم المستمرّ والتّقويم الإجماليّ.

سوف يتمّ تطبيق التّقويم التشخيصيّ وبرنامج التعافي على مدى أربعة أسابيع. كما سوف يتمّ التّطبيق التجريبيّ للمنهاج الجديد على مدى 4 أسابيع.

توزّع مناهج الموادّ المشمولة ببرنامج التعافي، وهي الرياضيّات واللّغات، على مدى 20 أسبوعاً من التّعليم الفعليّ، وذلك من أصل 33 أسبوعاً دراسياً.

يوزّع منهج مادة العلوم في الصّف الأساسي الثاني على مدى 24 أسبوعاً.

ونظراً لتخصيص 15 دقيقة من حصص مادة الجغرافيا في الصّف الأساسي الثاني لتنفيذ أنشطة التعلّم الاجتماعي الانفعاليّ، يعاد توزيع محتوى منهج مادة الجغرافيا على مدى

25 أسبوعاً.

توزّع مناهج كلّ من موادّ التّربية الوطنيّة والتنشئة المدنيّة وباقي الموادّ الإجرائيّة على مدى 30 أسبوعاً.

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❖ من الصفّ الأساسي الثالث إلى الصفّ الأساسي السادس

توزّع مناهج الموادّ المشمولة ببرنامج التعافي، وهي الرياضيات واللغات، على مدى 20 أسبوعاً من التعليم الفعلي، وذلك من أصل 33 أسبوعاً دراسياً. يوزّع منهج مادة العلوم في الصفّ الثالث الأساسي والصف الرابع الأساسي على مدى 30 أسبوعاً ويعتمد كاملاً كما كان مطبقاً في العام الدراسي 2018-2019 بتناقص عدد حصص تعليمية يوازي أسبوعين من التعلم الفعلي، كما توزع في الصف الأساسي الخامس على مدى 26 أسبوعاً، وفي الصفّ الأساسي السادس على مدى 27 أسبوعاً. يوزع منهج مادة الجغرافيا في الصفّ في الصفّ الثالث الأساسي والصف الرابع الأساسي على مدى 30 أسبوعاً كاملاً كما كان مطبقاً في العام الدراسي 2018-2019 بتناقص عدد حصص تعليمية يوازي أسبوعين من التعلم الفعلي، كون مادة الجغرافيا لا تتضمن مكوّن التعلّم الاجتماعي الانفعالي (SEL). أمّا في الصفّ الأساسي الخامس والصفّ الأساسي السادس، ونظراً لتخصيص 15 دقيقة من حصص مادة الجغرافيا لتنفيذ أنشطة التعلّم الاجتماعي الانفعالي خلال برنامج التعافي، فيعاد تنظيم محتوى منهج الجغرافيا وتوزيعه على امتداد 25 أسبوعاً من التعليم الفعلي. يعتمد المنهاج الكامل لموادّ التربية الوطنية والتثنية المدنية وباقي الموادّ الإجرائية كما كان مطبقاً في العام الدراسي 2018-2019 بتناقص عدد حصص تعليمية يوازي أسبوعين من التعلم الفعلي ويوزّع على 30 أسبوعاً.

• أسابيع التعليم الفعلي في الحلقة الثالثة من التعليم الأساسي وفي مرحلة التعليم الثانوي

❖ المواد التعليمية التي يشملها التقويم التشخيصي الوطني (الصفّ الأساسي التاسع، والصفّ الثانوي الأول، والصفّ الثانوي الثاني بفرعيه، والصفّ الثانوي الثالث بفروعه كافة)

يعتمد المنهاج الكامل للموادّ المحددة في التعميم رقم 28/م/2018 تاريخ 21/5/2018، المبني على التخفيف الصادر ضمن التعميم رقم 21/م/2016 تاريخ 3/9/2016، للحلقة الثالثة من مرحلة التعليم الأساسي ولمرحلة التعليم الثانوي. يعتمد المنهاج الكامل للموادّ كما كان مطبقاً في العام الدراسي 2018-2019 مع إجراء تعديلات محدودة تتمثل في اقتطاع عدد من الحصص التعليمية الأسبوعية بما يعادل الفترة المخصصة لمعالجة الفاقدة التعلّمي، على أن تكون هذه المدة من أسبوع إلى أسبوعين كحدّ أقصى بحسب خصوصية كل مادة ومتطلباتها.

يخصّص أسبوع واحد لإجراء التقويم التشخيصي الوطني، وتوزّع مناهج الموادّ الدراسية على 28 أسبوعاً فعلياً من التعليم بحسب حاجة المادة، وذلك من أصل 33 أسبوعاً دراسياً؛ أي يستثنى من الأسابيع الـ 33 أربعة أسابيع مخصصة للتقويم المستمر، والتقويم في نهاية الفصل الأول، والتقويم في نهاية الفصل الثاني، بالإضافة إلى أسبوع التقويم التشخيصي الوطني.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

❖ المواد التعليمية التي لا يشملها التقويم التشخيصي الوطني (الصف الأساسي السابع، الصف الأساسي الثامن، الصف الأساسي التاسع، الصف الثانوي الأول، الصف الثانوي الثاني بفرعيه)

يعتمد المنهاج الكامل للمواد المحددة في التعميم رقم 2018/م/28 تاريخ 2018/5/21، المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من مرحلة التعليم الأساسي ومرحلة التعليم الثانوي. توزع مناهج المواد الدراسية على مدى 29 أسبوعاً فعلياً من التعليم، وذلك من أصل 33 أسبوعاً دراسياً؛ أي يستثنى من الأسابيع الـ 33 أربعة أسابيع مخصصة للتقويم المستمر، والتقويم في نهاية الفصل الأول، والتقويم في نهاية الفصل الثاني.

جدول الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية و آدابها للصف المعني

- العمود الأول: تفاصيل محتوى المنهج /المهارات المرتبطة بالأهداف الأساسية للصف المعني.
- العمود الثاني: الأهداف الأساسية للصف المعني.
- العمودين الثالث والرابع: المعايير التي تم اعتمادها لتصنيف الأهداف على أنها أساسية.
- العمود الخامس: عدد الحصص المخصصة لتغطية الأهداف.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الأول الأساسي

Subject Matter: English Language and Literature		Grade: One		Cycle 1 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1 st - Month :August - Year: 1997)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (210)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Develop basic factual and inferential comprehension of what is heard.				
	Mime actions or feelings described.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		52 periods	
	Recall specific facts and details from a guest speaker's talk (name, age, job, country or origin).	Prerequisite from Grade 1 to Grade 2 and subsequent classes			
	Match sounds heard to actual objects, i.e., a horn to a car.	Prerequisite from Grade 1 to Grade 2 and subsequent classes			
	Point to a picture being described.	Prerequisite from Grade 1 to Grade 2 and subsequent classes			
	Match spoken word to a picture.	Prerequisite from Grade 1 to Grade 2 and subsequent classes			

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	Respond to two-three step oral instructions and make a plasticine object or construct a simple model.		Core in relation to skills as it develops students' ability to connect active listening to perform a task	
	Respond to simple oral instructions through whole body involvement.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify words heard.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write a list of dictated words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Demonstrate the ability to use audio input to expand linguistic competence.			
	Match familiar dictated words to written synonyms.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Classify a set of dictated words into semantic groups.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Listen for appreciation and enjoyment.			
	React to what was heard (sing along, dance, draw).		Core in relation to skills as it develops students' ability to connect active listening to a task	
Reading	Develop decoding skills.			53 periods
	Point to and name individual lower case and capital letters.		Core in relation to skills as it develops students' ability to apply their knowledge in letter sound relationships	
	Match a lower case letter with its upper case equivalent.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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

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

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	Sequence and number a series of three events or pictures.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop basic comprehension of appropriate literature.			
	Name characters and actions in a story Core in relation to skills as it develops students' ability key details and illustrations in the text.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify character traits Core in relation to skills as it develops students' ability key details and illustrations in the text.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	State how a given character feels at a certain point in a story Core in relation to skills as it develops students' ability key details and illustrations in the text.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Indicate different parts of the story: i.e., beginning, middle, end.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Select the favorite picture, character, or part of a story.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Name literary genre (story, song, dialogue, poem).		Core in relation to skills as it develops students' ability to use reasoning skills before naming	
	Interpret what is read.			
	Give reasons (Justify) why they like or dislike characters.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Infer reasons for actions in the story.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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	Explain what they would do if they were in particular situations Conjecture what would happen in the story “if”	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop oral reading skills.			
	Identify rhyming words in a sentence.		Core in relation to skills as it develops students’ ability to read and spell similar words in a context	
	Read aloud with appropriate stress, intonation, and phrasing.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Oral Communication	Impart and seek factual information.			
	State name, age, class, sex, size, citizenship, country of origin using words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		52 periods
	Give a physical description of oneself using words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify a few familiar professions.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Recall places where certain events have taken place.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Name and describe objects using words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Describe daily habits using words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Identify actions being performed in pictures.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Give simple instruction using words and simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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	Ask 'Yes/No' and simple 'Wh' questions which seek information about a person, object, place, or time.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	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		
	Request/Invite/Direct others to do something.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express approval or disapproval of an action.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Request assistance.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Apologize using words and simple sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	State whether they know or don't know someone or something.		Core in relation to skills as it develops students' ability to analyze and synthesize before they express their opinion	
	Express and find out basic feelings and emotional states.			
	Offer to do certain things.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	State likes and dislikes about food, people, cartoons, etc.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express feelings, experiences, and wishes.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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	Recognize disappointment, fear, worry, happiness, pride, boastfulness.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express preferences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Express wants.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Use appropriate sociolinguistic rules.			
	Take turns when talking.		Core in relation to skills as it develops students' ability to communicate cooperatively and not competitively to promote self-actualization	
	Use gestures to express self.		Core in relation to skills as it develops students' ability to communicate using TPR to promote self-actualization	
	Respond appropriately to oral cues.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Greet people and take leave appropriately.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Develop grammatical competence (lexis, phonology, syntax) in increasingly complex situations.			
	Use learned and acquired words in a new context.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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	Produce short sentences using appropriate stress and intonation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Recite short chants, songs, and nursery rhymes from memory.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Participate effectively in a range of group speech activities.			
	Tell a story about a picture or picture series in words and short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Written Communication	Demonstrate competence in a few basic print conventions.			
	Follow left to right and top-to-bottom writing orientation.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		53 periods
	Leave spaces within and between words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write first and last name, class name and date in correct place.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write a title in correct place.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write numerals at the bottom of the page.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Use capitals for names, first word in a sentence, pronoun ‘I’ and dates.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Use a period/question mark at the end of a simple sentence.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Produce recognizable lower and upper case letters to represent whole words or parts of words.			
	Write on the line.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write letter shapes in response to speech sound.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Write ascending and descending parts of letters between lines.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

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	Copy words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Copy short sentences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Select an appropriate word to complete a short phrase.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Label items and illustrations.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Record names on a chart.		Core in relation to skills as it develops students' ability to connect thinking to psychomotor skills	
Write the numerals 0 through 9 with developing consistency in size and shape.				
	Write from memory numerals 0-9.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Develop process writing skills.				
	Rewrite sentences in own words.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Add missing details to a story.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	

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Identify pictures and sentences that do not keep to a given topic.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
Make a final copy of story.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Develop and expand writing skills through guided and semi-guided activities.			
Arrange scrambled words in correct sentence order.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Arrange scrambled sentences in correct logical order.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Identify beginning, middle, and end of story.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Put events in story in order in which they occur.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Communicate in writing using different genres of writing.			
Write personal and biographical data.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Write a list (Christmas, wish list, school supplies needed).		Core in relation to skills as it develops students' ability to prioritize and express needs	
Dictate group/individual story (narration) and use illustrations.		Core in relation to skills as it develops students' ability to communicate connecting viewing to content	

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	Describe a character in a story read (description) and use illustrations.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
Thinking	Develop a repertoire of metacognitive strategies to solve language processing problems.			
	Use titles, pictures, etc., to preview discourse.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop information processing skills: literal and critical.			
	Relate language experiences to life experiences.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		
	Develop confidence as life-long learners.			
	Solicit help from peers, adults.	Prerequisite from Grade 1 to Grade 2 and subsequent classes		

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 4 to 5 lessons (texts) per theme.

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الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الثاني الأساسي

Subject Matter: English Language and Literature		Grade: Two		Cycle 1 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (140)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Develop basic factual and inferential comprehension of what is heard.				
	Match simple descriptions to pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		35 periods	
	Follow instructions to fill in simple forms and charts.	Prerequisite from Grade 2 to Grade 3 and subsequent classes			
	Respond to a series of oral instructions through whole-body involvement.	Prerequisite from Grade 2 to Grade 3 and subsequent classes			

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	Place a check mark to identify short sentences heard.		Core in relation to skills as it develops students' ability to connect comprehension to communication using reasoning skills	
	List actions mentioned in a given audio recording.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify genre of audio input; i.e., story, poem, dialogue, song.		Core in relation to skills as it develops students' ability to use reasoning skills before identification	
	Paraphrase the audio input in own words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use graphic organizers (lists, charts, spider grams) to chart information mentioned.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Listen to a simple description of something and guess what it is.		Core in relation to skills as it develops students' ability to use reasoning and comprehension skills before communicating	
	Use previous information in the audio input to predict what will happen next.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Comprehend and interpret what is heard.			
	Select the most appropriate ending.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Demonstrate the ability to use audio input to expand linguistic competence.			

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	Match familiar dictated words to antonyms and definitions.		Core in relation to skills as it develops students' ability to match comprehension with a task	
	Write a short list of dictated sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Unscramble dictated words to form a meaningful sentence.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Listen for appreciation and enjoyment.			
	React to what was heard (mime, paint, or design).		Core in relation to skills as it develops students' ability to connect active listening to a task	
Reading	Develop decoding skills.			
	Discriminate between short and long vowel sounds in known words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		35 periods
	Reproduce schwa sound in sentences that contain definite and indefinite articles.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Read regular double vowel ('oo', 'ea', as in look, boots, pear, fear) words aloud.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	List double vowel words under appropriate vowel headings.		Core in relation to skills as it develops students' ability to apply their knowledge in letter sound relationships in meaningful words	

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Recognize soft 'g' and soft 'c' by circling these sounds in known words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Orally reproduce from a list of words the two sounds (voiced/voiceless) for the diagraph 'th'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Identify the diagraphs 'wh', 'th' and 'wr' in corresponding pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Generate words which contain wh, th and wr diagraphs.		Core in relation to skills as it develops students' ability to apply their knowledge in meaningful words with pairs of letters that make one sound	
Select pictures from a pile containing the 'r' blends (pr, fr, tr, dr, gr, br).	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Identify the 's' blends (st, sl, sp, sk, sw, sc, sn, str, spr, sm, squ) by listing known words which contain them.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Add suffixes '-es', '-er', '-ing', 'ful', 's' to familiar one-syllable words.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Identify all words in a sentence that can be contracted.		Core in relation to skills as it develops students' ability to apply their knowledge of shortened forms of two words	

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

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

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	Describe actions and physical appearance of characters in a story with reference to key details and illustrations in the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Match character traits to those exemplified in a story with reference to key details and illustrations in the text.		Core in relation to skills as it develops students' ability to comprehend and make inferences through character's actions, dialogue and pictures	
	Compare how different characters feel at different points of the story with reference to key details and illustrations in the text.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
	Compare characters in a story with reference to key details and illustrations in the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify key elements of a story, i.e., characters, plot, setting, etc.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	State why certain or parts of a story or play are favorites.		Core in relation to skills as it develops students' ability to comprehend, make inferences and relate them to self awareness	
	Interpret what is read.			
	Make text-to-text connections to explain how characters feel at a certain point in a story, based on the outcome of adventures in other stories.		Core in relation to skills as it develops students' ability to a deeper understanding of text-to- text	

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	Give reasons (Justify) why you liked or disliked a character and/or part of a story with reference to the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify something 'positive', 'interesting', or 'negative' in a story with reference to the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Infer reasons for a character's actions.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Explain how the story would end differently.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Make text-to-self connections by relating a character in a story to a known person.		Core in relation to skills as it develops students' ability to a deeper understanding progressing from text-to-self to reach text- to -world	
	Make inferences about what is read.			
	Check the correct inference from a choice of three.		Core in relation to skills as it develops students' ability to infer the meaning of an unfamiliar word from the meaning of familiar words in context together with knowledge about the world	
	Speculate on the author's purpose with reference to the text.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Distinguish what is real from what is unreal.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Develop oral and silent reading skills.			

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	Complete a sentence with a rhyming word.		Core in relation to skills as it develops students' ability to provide similar rhyming words in context	
	Read independently a range of printed materials with fluency, accuracy, and understanding.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Read aloud from familiar stories and poems, fluently and with appropriate expression.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Impart and seek factual information.			
	Ask and give additional personal information (name, sex, age, telephone number, nationality, birthday, family members, friends, pets) using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		35 periods
	Describe self, classmates, or family members using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Recall specific facts from a story and phone messages.		Core in relation to skills as it develops students' ability to connect active listening to a task	
	Describe the weather, the time, locations, the seasons, an object, a picture, a chart, a place, or a setting using simple sentences.		Core in relation to skills as it develops students' ability to utilize active recalling for retention	
	Describe a sequence of pictures or a cartoon strip using simple sentences.		Core in relation to skills as it develops students' ability to communicate using active recalling and reasoning	

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Discuss videos, celebrations, and artwork using simple sentences.		Core in relation to skills as it develops students' cognitive flexibility during interactions	
Describe people's/animal's actions using simple sentences.		Core in relation to skills as it develops students' ability to utilize active recalling	
Compare and contrast characters in a book, film, TV program, etc. using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
State differences between actions and events in pictures.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Ask for and give instructions using simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Ask and answer 'wh-questions' which elicit information about quantity, quality, distance, and size.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Develop oral transactional skills.			
Decline an offer or invitation.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Give permission to do something.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Inquire whether others have permission to do something.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	

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

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	Express and inquire about needs and desires.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Justify and explain preferences for favorite subjects, toys, food, etc.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Empathize with other people or animals.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Use appropriate sociolinguistic rules.			
	Use appropriate non-verbal communication (nod, shake head, shrug shoulder, frown, smile) to accompany oral output and/or solve a communication problem.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Greet and take leave appropriately in a variety of different settings.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Develop grammatical competence (lexis, phonology, syntax) in increasingly complex situations.			
	Experiment with learned and acquired words in new contexts.		Core in relation to skills as it develops students' ability to extend their learning	
	Produce sentences using appropriate stress and intonation.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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	Memorize and recite a short song, rhyme, limerick.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Form a question which ends with rising intonation.		Core in relation to skills as it develops students' awareness of its function as well as its emotional indication	
	Participate effectively in a range of group speech activities.			
	Describe the attributes and characteristics of a hidden object and/or anonymous person so others can guess (who/ what is it?).	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Written Communication	Develop competence in several basic print conventions.			
	Indent first line in a paragraph.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		35 periods
	Use capitals to begin a sentence, to write proper nouns such as names of people, places, days, months, product names, and geographic names, Use capitals to write titles.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use full stops to end a statement.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use a question mark to end a question.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Develop legible handwriting.			
	Write in a straight line across the page.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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

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	Spell words with the endings '-ing', '-ed', '-s', '-er', '-est', '-es'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Develop process writing skills.			
	Select a topic to write about.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Brainstorm ideas related to a topic.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use webs to arrange ideas.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Write the first drafts of stories about self and about others.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Join sentences by using 'and'.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Expand sentences by adding 'Wh-slots': when, where, who, etc.		Core in relation to skills as it develops students' ability to extend their learning	
	Add descriptive adjectives in short sentences to express the mood conveyed.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Rewrite the end of a story.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify sentences that do not keep to a given topic.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use a dictionary to check spelling.		Core in relation to skills as it develops students' focus on importance of references	

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	Use a simple checklist to edit for basic grammatical errors.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Make final copies of own writing.		Core in relation to skills as it develops students' ability to use process writing steps starting with prewriting , revising and , editing before presenting a final copy	
Develop writing skills through guided and semi-guided activities.				
	Review sequence of events.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Write simple sentences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Expand sentences.		Core in relation to skills as it develops students' ability to extend their learning	
	Complete sentences by adding either the subject or the predicate.		Core in relation to skills as it develops students' ability to extend their learning	
	Identify irrelevant sentences in a paragraph.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
Communicate in writing using different genres of writing.				
	Fill out a form with the first and family name, age, sex, nationality.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	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 with simple details.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Illustrate own stories.		Core in relation to skills as it develops students' ability to express ideas visually to promote self-actualization	
	Describe a character in a story you have read.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Use a picture to describe a person/place/pet.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Compare and contrast two characters using a Venn-diagram.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Describe own feelings in different situations with simple details.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Thinking	Develop a repertoire of metacognitive strategies to solve language processing problems.			
	Preview discourse by examining title, illustrations, first and last lines, etc.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Self-evaluate: recognize need for peer and adult assistance.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

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	Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
Develop information processing skills: literal and critical.				
	Relate language experiences to life experiences.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Compare characters.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
	Classify information in semantic groups, lexical sets...	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Select the main idea.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Identify irrelevant information by underlining.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
Develop confidence as life-long learners.				
	Request assistance from peers / adults / parents.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		
	Give and receive feedback on work presented.	Prerequisite from Grade 2 to Grade 3 and subsequent classes		

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 8-10 texts per unit.

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الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الثالث الأساسي

Subject Matter: English Language and Literature		Grade: Three		Cycle 1 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (140)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Develop basic factual and inferential comprehension of what is heard.				
	Follow detailed instructions.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details	35 periods	
	Identify information not heard.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details		
	Put a check mark (v) next to facts mentioned orally.		Core in relation to skills as it develops students’ ability to connect active listening and attention to what can be proven as true or false		

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	Put a check mark (v) next to opinions mentioned orally.		Core in relation to skills as it develops students' ability to connect active listening and attention to what can't be proven as true or false	
	Infer the speaker(s) tone (anger, happiness, etc.).	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Write a short unprepared dictation.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify distinguishing characteristics of genre heard.		Core in relation to skills as it develops students' ability to identify a genre from its different features and functions	
	Chart events mentioned in chronological order.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Organize 'wh' slots and character traits mentioned on a flowchart or web.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Listen to a detailed description of something and guess what it is.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Predict plausible outcomes based on previous information in the audio input.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Comprehend and interpret what is heard.			

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	Identify irrelevant information heard.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Demonstrate the ability to use audio input to expand linguistic competence.			
	Generate antonyms, synonyms, and definitions for words heard.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Construct meaningful sentences based on what is heard.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Listen for appreciation and enjoyment.			
	React to what was heard (dramatize creatively).		Core in relation to skills as it develops students' ability to connect active listening to a created task	
Reading	Develop decoding skills.			
	Recognize compound words containing short and/or long vowel sounds.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		35 periods
	Identify the 'oo,' 'ea,' 'au,' 'ei,' 'oi,' 'aw,' 'ow,' 'ew,' 'oy' vowel blends/teams.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Associate 'y' with the vowel sounds it stands for; e.g., 'fly,' 'study'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Categorize words which contain soft 'c'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

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	Show the differences in meanings between homophones and homographs by generating original sentences.		Core in relation to skills as it develops students' ability to explain words that sound the same but have different spellings and meanings (they're / there) and words that are spelled the same and have the same or different sound, but different meanings (bow/bow) in context using their reasoning skills	
	Form new compound words by joining root words.		Core in relation to skills as it develops students' ability to produce a word or word part that can form the basis of new words through adding prefixes and suffixes	
	Add suffixes '-ly,' '-y' '-full' and '-ness' to appropriate words in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Apply one's knowledge of prefixes ('re-', 'un-', 'dis-', 'ex-', 'de-',) to work out the meanings of unfamiliar words in a text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Determine the appropriate dictionary definitions for a multi-meaning word.		Core in relation to skills as it develops students' ability to seek references to increase their knowledge	

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	Use graphic organizers to classify vocabulary into semantic groups, i.e., thermometer, staircase, spider gram, and web.		Core in relation to skills as it develops students' ability to organize, classify and communicate ideas visually	
Develop basic comprehension of appropriate literature.				
	Categorize actions and physical appearance of characters in a story with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify characters who exemplify certain personality traits with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Explain how different characters feel the way they do at certain points in the story with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Contrast two characters in a story or play with reference to key details in the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Describe key elements of a story; i.e., characters, plot, setting, climax, problem and solution.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify the problem(s) in a story.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Retell a story in sequence using chronological connectors.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

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Explain why a character can or cannot be removed from a story with reference to the text.		Core in relation to skills as it develops students' ability to transfer learning to new contexts	
Make inferences about what is read.			
Ask and answer inference questions with 'wh' words.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Speculate on the author's purpose, and justify one's answers with reference to the text.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Distinguish between factual and fictional reading material.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Differentiate between fact and fiction.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Differentiate facts and opinions.		Core in relation to skills as it develops students' ability to comprehend and make inferences	
Make plausible predictions about what will happen next.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Predict what might happen to a character in a story.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Develop oral and silent reading skills.			

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	Compose sentences with final rhyming words.		Core in relation to skills as it develops students' ability to provide similar rhyming words in a context	
	Read (aloud and silently) independently.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Read for pleasure.			
	Write sentences commenting on a certain reading text.		Core in relation to skills as it develops students' ability to read critically	
Oral Communication	Impart and seek factual information.			
	Compare people, locations, seasons, and animal actions in complete sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		35 periods
	Answer open-ended questions.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Ask and answer inference questions.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Report a real-life incident.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Retell a story giving it a different ending.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Develop oral transactional skills.			

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Inquire whether an offer or invitation is accepted or denied.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization
Advise others to do something.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization
Explain how to do something.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
Explain the consequences and effects of something.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
Explain why one needs permission.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization
Express strong agreements and disagreements.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	

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	Express indifference.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	State whether one remembers or has forgotten something or someone.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Propose logical solutions to problems.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Express whether conclusions are logical or not.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Warn others of a potentially dangerous situation.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Warn others to refrain from doing something.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Express and find out basic feelings and emotional states.			
	Justify likes and/or dislikes.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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

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

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	Generate original sentences using appropriate rhythm, stress, intonation, and phrasing.		Core in relation to skills as it develops students' ability to combine the following in sentences: emphasizing sounds in words, and stressing the most important, 'content' words in sentences. In addition to using a combination of stressed and unstressed words in sentences with intonation when the pitch of the voice goes up or down in speaking	
	Recite from memory longer pieces of discourse; i.e. poems, chants, songs, and limericks.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Participate effectively in a range of group speech activities.			
	Participate in information gap and problem-solving activities.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Explain and demonstrate a process.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Written Communication	Develop competence in several basic print conventions.			
	Leave the right amount of space between letters and between words in cursive writing.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		35 periods

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	Use end marks (full stop, question mark and exclamation mark).	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Use commas with certain words and numerals (when listing a series of words) and in dialogue.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Use quotation marks in a story and in a dialogue.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Develop scribal facility and mastery of cursive style.				
	Practice transcription of capital letters and lowercase letters.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Group and write cursive letters according to different types of strokes, slants, and orientation (ascenders and descenders).		Core in relation to skills as it develops students' ability to join successive letters together.	
	Write the date correctly.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Fill in the blank with a missing word.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Unscramble letters to form words.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Select phrases to complete sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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	Record data on a graph.		Core in relation to skills as it develops students' ability to organize, classify and communicate ideas effectively	
Spell regularly used words which observe common patterns.				
	Create as many words as one can from a given word.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Use clusters to form as many new words as possible, using a given sound.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Give examples of words which follow a stated spelling rule.		Core in relation to skills as it develops students' ability to apply spelling rules	
Practice using vowel sounds and common letter strings.				
	Spell correctly and write down words that have long vowel sounds but do not end with 'e'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Spell words related to the following themes: holidays, months, seasons.		Core in relation to skills as it develops students' ability to spell words related to universal themes	
Develop process writing skills.				
	Select and narrow topics.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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	Brainstorm appropriate topic and concluding sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Identify purpose of writing.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Use graphic organizers to arrange ideas (clusters, webs, story maps, etc.) for a piece of writing.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Write first draft using best-guessed spelling and grammar.		Core in relation to skills as it develops students' ability to spell unfamiliar words using best guess spelling and grammar
	Rewrite sentences in paragraphs.		Core in relation to skills as it develops students' ability to assemble information logically
	Complete any unfinished sentences.		Core in relation to skills as it develops students' ability to comprehend and extend information
	Join sentences with 'but,' 'or,' and 'because'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Combine short sentences with 'and,' 'but,' 'also'.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	

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	Apply a timeline or flowchart to organize wh-slot for narration.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Add descriptive adjectives in places where characters, event, feelings, thoughts are not clearly described.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	List appropriate supporting details using descriptive words.		Core in relation to skills as it develops students' ability to identify one detail or two to a main idea
	Clarify confusing and wordy sentences.		Core in relation to skills as it develops students' ability to detect the use of too many useless words that clutter writing
	Use a checklist to edit grammatical and syntax errors.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Interpret simple correction signs and symbols.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Produce a final draft.		Core in relation to skills as it develops students' ability to use process writing steps starting with prewriting , revising and , editing before presenting a final copy
Develop writing skills through guided and semi-guided activities.			

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	Rearrange words/phrases/sentences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Unscramble mixed-up sentences into a coherent paragraph.		Core in relation to skills as it develops students' ability to sequence events in context
	Indicate pairs of sentences where a comma is insufficient as a punctuation mark.		Core in relation to skills as it develops students' ability to detect when to use a comma e.g. before a coordinating conjunction (and, but, yet,) when it joins two complete ideas and between all items in a series.
	Unscramble and write, 'first,' 'second,' 'last' in the right places.		Core in relation to skills as it develops students' ability to sequence events in context
	Match scrambled topic sentences to scrambled concluding sentences.		Core in relation to skills as it develops students' ability to comprehend and use clues to determine the correct item
	Given the topic and concluding sentences, write the body.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
	Generate concluding sentences for incomplete paragraphs.	Prerequisite from Grade 3 to Grade 4 and subsequent classes	
Communicate in writing using different genres of writing.			

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Write a short autobiography.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Write a short biography about a famous person.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Write a list, homework assignment.		Core in relation to skills as it develops students' ability to prioritize tasks	
Write things to do.		Core in relation to skills as it develops students' ability to prioritize needs	
Write things to avoid.		Core in relation to skills as it develops students' ability to eliminate using logical thinking	
Write directions for how to get somewhere.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Write a story about a personal experience with details to describe actions, thoughts, and feelings.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
Describe the most interesting character/scene in the story one currently is reading about.		Core in relation to skills as it develops students' ability to select and transfer information	
Write a short descriptive piece with descriptive details.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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Thinking	Develop a repertoire of metacognitive strategies to solve language processing problems.			
	Examine titles, pictures, first and last lines to previous discourse.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Commit material to memory: write margin notes, summarize, form mental images, underline/highlight important information.		Core in relation to skills as it develops students' ability to use summarizing skills	
	Self-evaluate: recognize one's strengths and weaknesses.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Set a specific learning goal.		Core in relation to skills as it develops students' ability to use personal information to promote self- directed learning	
	Develop information processing skills: literal and critical.			
	Relate language experiences to life experiences.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

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	Contrast two characters from the same story; a favorite storybook character with a family member and friend.		Core in relation to skills as it develops students' ability to comprehend, make inferences and work cooperatively	
	Classify information in semantic groups, lexical sets, timelines, and graphic organizers.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Identify irrelevant information.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Develop confidence and autonomy as life-long learners.			
	Request assistance from peers, adults, parents.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		
	Give and receive feedback on work presented.	Prerequisite from Grade 3 to Grade 4 and subsequent classes		

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 7-9 texts per unit.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الرابع الأساسي

Subject Matter: English Language and Literature		Grade: Four		Cycle 2 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month : August - Year: 1997)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core			Allocated Periods (120)
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Comprehend explicit information in spoken discourse.				
	Form and respond to literal questions related to content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		30 periods	
	Label, locate, or list items on printed page, map, or picture.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Complete an unfinished picture to match oral description.		Core in relation to skills as it develops students' ability to connect active listening and attention to details	
Recall major events heard.		Core in relation to skills as it develops students' ability to connect active listening and global comprehension	
Order a set of pictures in sequence.		Core in relation to skills as it develops students' ability to put events, and ideas in a logical order	
Comprehend and interpret spoken discourse.			
Distinguish between main idea and details.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Identify the feelings of a speaker in a dialogue or short talk.		Core in relation to skills as it develops students' ability to connect active listening to a task	
Organize ideas in sequence.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Recall similarities of physical description heard.		Core in relation to skills as it develops students' ability to identify descriptive language mainly related to the five senses	
Predict content or outcomes of situations &/or information shared orally on the basis of familiar experiences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Comprehend, appreciate, and enjoy literary spoken discourse.			
	Relate the actions and/or feelings of speakers to personal experiences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Comment positively on the information conveyed.		Core in relation to skills as it develops students' ability to provide feedback on content	
	Expand linguistic analysis skills.			
	Recognize the lexical family to which a word belongs.	Prerequisite from Grade 4 to 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 structure.		Core in relation to skills as it develops students' ability to connect active listening to acquired structures	
	Locate and identify specific verbs.		Core in relation to skills as it develops students' ability to connect active listening to a task	
	Comprehend varied written discourse (prose and non-prose).			
Reading	Ask and Respond to 'Wh-', 'Yes/No' and 'T/F' questions in complete sentences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		30 periods

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Recall stated main ideas and/or details in informational and narrative passages.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Retell story events in sequence using chronological connectors.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Link pronouns to referents.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Label items in maps, pictures, or charts according to description.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Comprehend and interpret written discourse.			
	Complete cause and effect statements based on simple narrative texts.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Identify facts and opinions, fantasy and reality, problem and solution, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Predict contents of a reading selection based on a title and/or illustrations.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Infer logical consequences after reading a text.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Distinguish the major differences between two objects / characters, events, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Comprehend, appreciate and enjoy literary written discourse.				

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Comment on setting and characters with reference to key details in text.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Express personal feelings about characters, events, stories, visuals, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Identify and use contextual signal clues to determine the particular meaning of words.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Label or suggest synonyms and antonyms.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	React to literature physically or through art craft (clay model, drawing, etc.).		Core in relation to skills as it develops students' ability to connect acquired learning to creative production	
	Expand linguistic analysis skills.			
	Assemble word families into appropriate graphic organizers.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Identify recurrent grammatical structures.		Core in relation to skills as it develops students' ability to reinforce what has been learnt	
	Name the parts of speech of new words.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Read grade-level text orally with accuracy, appropriate rate, and expression.		Core in relation to skills as it develops students' ability to read fluently	

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Read grade-appropriate sight words (grade Dolch words).	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
Oral Communication	Convey information and ideas.			
	Answer questions related to self, others, and various content-matter areas.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		30 periods
	Suggest a list of objects necessary for doing something.		Core in relation to skills as it develops students' ability to prioritize what is needed	
	Describe a person, a place, an event, an object, the weather, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Exchange opinions and interpretations.			
	Find similarities between the characters and actions in a story, TV program, play, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Give reasons for accepting or rejecting an offer or a course of action.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Make suggestions to peers.		Core in relation to skills as it develops students' ability to communicate cooperatively with others	
	Express feelings, interests and attitudes			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Express feelings, needs, desires, preferences, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Comment on other people's feelings and interests.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Exchange personal feelings in structured conversations.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Justify preferences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Demonstrate verbal participatory skills in oral presentations, discussions, and simulations.			
	Contribute constructively to conversations and role-play.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Use appropriate polite ways to attract attention, interrupt or greet an adult and/or peer.		Core in relation to skills as it develops students' ability to communicate in a social context using their repertoire to promote self-actualization	
	Make positive statements about peer's oral presentations.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Retell story at recall level to peers or others.		Core in relation to skills as it develops students' ability to communicate with others using what was learnt	
Written Communication	Generate transactional writing.			30 periods
	Complete I.D's, and family trees.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Write short comments about projects, activities, visuals, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Write menus, recipes, and shopping lists.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Write simple notes, letters to pen-pals and invitation cards.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Produce creative writing.			
	Rewrite the end to the story.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Keep a journal / diary on a regular basis.		Core in relation to skills as it develops students' ability to communicate ideas and information according to different formats	
	Produce academic writing.			

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	Report on major events of a story, school activities, community life, etc.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Generate questions on the story for others to answer.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Write simple narrative paragraphs with clear opening and concluding sentences.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Review one's and others' writing.			
	Use a checklist to refine content.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Revise words, sentences and ideas of a written piece.		Core in relation to skills as it develops students' ability to read critically and correct the product	
	Proofread and edit a piece of writing.		Core in relation to skills as it develops students' ability to embellish writing through adding or replacing missing or repeated words, reordering sentences in addition to checking the beginning, middle, and end of the writing. It also includes correcting spelling, capitalization, checking for a main idea, spelling and grammar	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، الحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Interpret and use correction signs and symbols.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Participate in guided activities.			
	Provide descriptions using memorized expressions.		core in relation to skills as it develops students' ability to develop <i>accuracy</i> rather than fluency and includes: repetition ,scaffolding and specific target language focus	
	Select / provide appropriate title for short paragraphs.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Arrange scrambled words and/or sentences in the correct order.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Construct simple and compound sentences using appropriate connectors.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		
	Develop confidence in ability to communicate in writing.			
	Read one's writing to peers.		Core in relation to skills as it develops students' ability to read with fluency to promote self-actualization	
Thinking	Demonstrate logical thinking strategies.			
	Select alternative solutions.	Prerequisite from Grade 4 to Grade 5 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 2-3 units per theme.

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الخامس الأساسي

Subject Matter: English Language and Literature		Grade: Five		Cycle 2 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (120)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Comprehend explicit information in spoken discourse.				
	Form and respond to referential questions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		30 periods	
	Trace route / path on a map.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details with reading maps		
	Draw a picture to match oral description.		Core in relation to skills as it develops students’ ability to connect active listening and attention to details with drawing		
	Identify phrases and sentences that have been added to original version.	Prerequisite from Grade 5 to Grade 6 and subsequent classes			

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	Respond physically to verbal messages.		Core in relation to skills as it develops students' ability to listen actively and communicate through TPR	
	Take down specific information and structures.		Core in relation to skills as it develops students' ability to connect active listening and attention to details with a task	
	Comprehend and interpret spoken discourse.			
	Assign details to main ideas.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Interpret tone of speakers.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Arrange ideas into story frames and webs.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Infer similarities and differences of physical descriptions heard.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Draw plausible conclusions of situations &/or information shared orally about outcomes or content.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Relate content and/or message heard to personal experiences or prior knowledge.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify problem and solution, facts and opinions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Comprehend basic body language.		Core in relation to skills as it develops students' ability to understand unspoken element of communication that reveal true feelings and emotions through gestures, facial expressions and posture	
	Comprehend, appreciate, and enjoy literary spoken discourse.			
	Repeat poems and songs.		Core in relation to skills as it develops students' ability to read, understand and appreciate based on preferences	
	Explain actions / feelings of the speaker.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Provide rhyming words to the end of lines of a verse.		Core in relation to skills as it develops students' ability to provide similar rhyming words in a context	
	Complete a simple response checklist on a peer's oral presentation.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Expand linguistic analysis skills.			
	Cite key terms, transitionals, and discourse markers.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Classify words into semantic or lexical families.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Identify the meaning of a spoken word in a short discourse.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Match intonation patterns to emotions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Take down specific structures.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Infer a grammar rule from examples.		Core in relation to skills as it develops students' ability to infer inductively through guessing general rules from examples	
Reading	Comprehend varied written discourse (prose and non-prose).			30 periods
	Respond to various types of referential questions in complete sentences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Recall main ideas, actions, objects, or events, etc. in informational and narrative passages.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Retell in sequence the contents of a short text in own words using complete sentences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Replace pronoun referents with proper nouns.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Fill in a summary chart.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Comprehend and interpret written discourse.			
	Identify cause and effect relationships, facts and opinions, main ideas and supporting details in narrative and informational texts.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Predict contents of a text by accessing prior knowledge and experience.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Revise predictions of outcomes / consequences from textual clues.		Core in relation to reading skills as it develops students' ability to use information available, and prior knowledge to anticipate what will happen	
	Infer logical consequences by relating causal relationships.		Core in relation to skills as it develops students' ability to use reasoning regarding causes and effects	
	Compare and contrast major similarities / differences between two objects, characters, activities, etc.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Comprehend, appreciate and enjoy literary written discourse.			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Explain personal identification with a character.		Core in relation to skills as it develops students' ability to use personal information to promote self-actualization	
	Evaluate the author's solution with reference to key details in text.		Core in relation to skills as it develops students' ability to think critically after revisiting the content	
	Identify and use transparent context clues to infer the particular meaning of words, multiple meaning words, and idiomatic expressions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Determine word meaning through analysis of suffixes and prefixes.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Combine word parts to create new words.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Select or suggest synonyms, antonyms, and homographs.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	React to literature physically or through art-craft (collage, painting, writing a verse, etc.).		Core in relation to skills as it develops students' ability to connect acquired learning to creative production	
	Expand linguistic analysis skills.			
	Infer a grammar rule from examples.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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	Classify new words into established patterns.		Core in relation to skills as it develops students' ability to organize and classify words	
	Read grade-level text orally with accuracy, appropriate rate, and expression.		Core in relation to skills as it develops students' ability to read aloud	
	Read grade-appropriate sight words (part one of the nouns Dolch words).	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Identify common connectives in narrative and informational texts.		Core in relation to skills as it develops students' ability to use time connectives in order to (instruct, recount and sequence), comparative connectives (compare, discuss, argue), explaining connectives (e.g. means for example), listing connectives (first, next),and causal connectives (so, because) in context	
Oral Communication	Convey information and ideas.			
	Talk about various content-matter areas.			30 periods
	Identify common connectives in narrative and informational	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Give instructions on how to do something using visuals.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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	Discuss historical places, landmarks of a country, etc.		Core in relation to skills as it develops students' ability to present descriptions in detail for others to examine and comment	
	Detect and describe differences between a picture and an altered version of it.		Core in relation to skills as it develops students' ability to describe differences with an attention to details	
	Describe past events which occurred at school and/or in the local community.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Tell real life incidents or activities that happened to self or family members.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Recount real or imaginary events to peers and others.		Core in relation to skills as it develops students' ability to communicate with others	
Exchange opinions and interpretations.				
	Recognize several similarities and differences between characters or actions in a story, a play, or a TV program, etc.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Propose alternatives to a suggested course of action.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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	Provide an alibi for personal actions.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	
	Explain the message of a printed visual or graphic material (logo, ad, etc.).		Core in relation to skills as it develops students' ability to explain or infer messages through viewing	
	Express and/or inquire about agreement or disagreement.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Express feelings, interests and attitudes.			
	Express personal moods, feelings, interests, etc.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Talk about strategies for coping with personal problems.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Talk about aptitudes, abilities and preferences.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Sympathize with the problems of others. e.g., animals in captivity.		Core in relation to skills as it develops students' ability to express feelings and empathize	
	Demonstrate verbal participatory skills in oral presentations, discussions, and simulations.			
	Initiate a conversation with peers or adults.		Core in relation to skills as it develops students' ability to communicate cooperatively with others	

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	Observe turn-taking rules in oral discussions, simulations and activities.		Core in relation to skills as it develops students' ability to communicate cooperatively with others	
	Discuss social and environmental problems (e.g., theft, poverty, pollution, etc.).	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Explain an experiment with proper examples.		Core in relation to skills as it develops students' ability to present information including : title , objective, materials , steps followed , results and conclusion	
Written Communication	Generate transactional writing.			30 periods
	Write letters to friends.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Plan steps for different activities.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Devise announcements, instructions, ads, etc... following a certain model.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Complete forms for school-related activities.		Core in relation to skills as it develops students' ability to complete different formats	
	Produce creative writing.			
	Add events to a narrative piece with descriptive details.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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Maintain a journal / diary on a regular basis.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Fill in bubbles in a cartoon strip.		Core in relation to skills as it develops students' ability to fill in a few images: <i>themes of humor, topics on issues, telling stories, making comic strips, or presenting characters</i> using concise language	
Produce academic writing.			
Write a school-related report to present to an audience.		Core in relation to skills as it develops students' ability to design the content and present to an audience	
Formulate referential questions on the story for others to answer.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Develop paragraphs in the following rhetorical modes: narration and how-to process.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Organize notes in summary form.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Review one's and others' writing.			
Use a checklist to refine content and form.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
Revise the composition by adding or deleting ideas or words.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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

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	Submit writing to the school magazine.		Core in relation to skills as it develops students' self – evaluation to be confident to publish to a targeted audience	Integrated within the objectives
Thinking	Demonstrate logical thinking strategies.			
	Propose alternative solutions.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	State reasons to support an opinion.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Summarize information using charts and frames.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
	Prioritize a list of facts, items, assignments for the completion of a task, etc.		Core in relation to skills as it develops students' ability to prioritize for finalizing a task	
	Visualize a printed or oral text through the use of graphic organizers, illustrations or dramatizations.		Core in relation to skills as it develops students' ability to analytically view the product	
	Deduce rules based on linguistic analysis.		Core in relation to skills as it develops students' ability to reach conclusions by reasoning or inferring from a general principle	
	Transfer knowledge and skills from one situation to another.			
	Retrieve knowledge and skills from other content areas.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		

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	Access prior knowledge to draw relationships.	Prerequisite from Grade 5 to Grade 6 and subsequent classes		
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- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 2-3 units per theme.

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الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف السادس الأساسي

Subject Matter: English Language and Literature		Grade: Six		Cycle 2 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods(120)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Comprehend explicit information in spoken discourse.				
	Generate questions on text.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		30 periods	
	Comment on oral descriptions.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Retell story in own words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Restate steps in a process.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Recognize irrelevant information.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			
	Follow a set of instructions.	Prerequisite from Grade 6 to Grade 7 and subsequent classes			

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

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	Repeat poems with attention to rhyme and rhythm.		Core in relation to skills as it develops students' ability to recite using rhyme to support musicality and rhythm to set a pattern	
	Relate characters to actions and settings.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Expand linguistic analysis skills.			
	Classify key terms and transitionals.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Classify vocabulary words according to semantic and lexical families.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Give definitions of new words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Relate intonational patterns to purpose.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Comprehend varied written discourse (prose and non-prose).			
	Answer various types of referential/inferential questions in complete sentences.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		30 periods
	Discuss main ideas and events in informational and narrative passages.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Paraphrase the contents of a short text using complete sentences.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Identify and explain pronoun referents.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Reading				

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Write labels for missing elements in non-prose texts (graphs, charts, diagrams, etc.).		Core in relation to skills as it develops students' ability to comprehend , choose essential words, guide the readers	
Chart specific information.		Core in relation to skills as it develops students' ability to classify	
Comprehend and interpret written discourse.			
Explain cause and effect relationships in narrative and informational texts.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Distinguish between personal opinions and factual opinions.		Core in relation to skills as it develops students' ability to comprehend and develop their critical and analytical skills in both reading and listening	
Differentiate between fiction and non-fiction.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Discuss elements of fiction and non-fiction.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Predict contents of a text by accessing knowledge from content matter areas and from personal experiences.		Core in relation to reading skills as it develops students' ability to use information available, and prior knowledge to anticipate what will happen	

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	Justify and confirm inferences about outcomes.		Core in relation to skills as it develops students' ability to <i>comprehend using higher level guiding questions (why, how, what) and clues to connect outcomes with justifications</i>	
	Categorize similarities and differences between characters, actions, feelings, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Comprehend, appreciate and enjoy literary written discourse.			
	Justify feelings about characters, events, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Infer meaning from specific examples, definitions, or from general context.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Analyze word parts to deduce meaning of new words.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Recognize and provide synonyms, antonyms, homographs, and homophones.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Expand linguistic analysis skills.			

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	Read grade-level text orally with accuracy, appropriate rate, and expression.		Core in relation to skills as it develops students' ability to read aloud	
	Read grade-appropriate sight words (part two of the nouns Dolch words).		Core in relation to skills as it develops students' ability to read aloud and comprehend commonly used words in contexts	
	Identify the discourse markers.		Core in relation to skills as it develops students' ability to identify attitude through words that connect, organize and manage what is said or written (e.g. Okay , right)	
	Chart common derivatives from base.		Core in relation to skills as it develops students' ability to classify words that are formed from existing words in context (e.g. treatment from treat)	
	Interpret basic connotations of high frequency words.		Core in relation to skills as it develops students' ability to differentiate between denotation(dictionary definition e.g. white is a color) and connotation (its association with positive feelings: a symbol of peace)	

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Oral Communication	Convey information and ideas.			
	Discuss topics from different content matter areas.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		30 periods
	Explain the process of making things.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Compare and contrast two similar pictures, objects, persons.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Narrate major historical events, calamities, disasters which happened in the country or the world at large.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Suggest plans for projects, games, holidays, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Exchange opinions and interpretations.			
	Question the actions of main characters in a story, TV program, play, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Examine reasons for actions, behaviors, moods, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Propose justifications for usual behavior and explanations for natural phenomena, events or calamities.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Convince others of personal point of view.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	

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Create an alibi for self or another character.		Core in relation to skills as it develops students' ability to communicate using reasoning and convincing skills	
Interpret visuals, graphics, logos, ads, etc.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Give examples of inventions and say how they changed our lives.		Core in relation to skills as it develops students' ability to connect learning to real life situations	
Express feelings, interests and attitudes.			
Describe personal moods, feelings, and reactions to specific current events.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Examine strategies for coping with personal/social problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Discuss aptitudes, requirements, and routine needs.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Empathize with the problems of others.		Core in relation to skills as it develops students' ability to use appropriate language to express feelings	
Demonstrate verbal participatory skills in oral presentations, discussions, and simulations.			
Initiate, maintain and conclude a structured conversation with peers and adults.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
Use basic courtesy and formulaic expressions correctly.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		

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	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	
Written Communication	Generate transactional writing.			30 periods
	Write letters to peers or adults.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Write announcements, notes, editorials, classified ads, brochures...		Core in relation to skills as it develops students' ability to use different formats and use accurate and concise language	

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	Complete forms for different purposes.		Core in relation to skills as it develops students' ability to complete different formats	
	Produce creative writing.			
	Write about real or imagined events with descriptive details.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Extend a story with a series of new events.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Write character descriptions.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Keep a journal/ diary on a regular basis.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Create captions for visuals, posters, advertisements, etc.		Core in relation to skills as it develops students' ability to create captions and make inferences using clues from visuals and prior knowledge	
	Produce academic writing.			
	Write a report on various assigned topics.		Core in relation to skills as it develops students' ability to design the content and present to an audience	
	Compose coherent organized paragraph(s) in the following rhetorical modes: narration, compare and contrast, description and how-to process.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		

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

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Reconstruct a paragraph by replacing existing words and phrase with new ones.		Core in relation to skills as it develops students' ability to use logical thinking to extend learning	
	Develop confidence in ability to communicate in writing.			
	Read one's writing to peers.		Core in relation to skills as it develops students' ability to communicate with others and read aloud expressively	
	Submit writing to the school magazine.		Core in relation to skills as it develops students' self - confidence to publish to the public	
Thinking	Demonstrate logical thinking strategies.			
	Solve a variety of real life situation problems.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Rank an idea or opinion according to order of importance.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Organize information.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Reconstruct information.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		
	Classify words, concepts, terminology according to their attributes.		Core in relation to skills as it develops students' ability to systematically group items by kind	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Evaluate information extracted from a text.		Core in relation to skills as it develops students' ability to analyze information objectively, compare and make reasoned judgments	
	Apply inductive and deductive reasoning to infer language rules.	Prerequisite from Grade 6 to Grade 7 and subsequent classes	Core in relation to skills as it develops students' ability to use both approaches: 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 one situation to another.				
	Make verbal associations between new information and information previously learned.		Core in relation to skills as it develops students' ability to analyze information objectively, compare and make reasoned judgments	
	Relate what one in learning to personal experiences or prior knowledge.	Prerequisite from Grade 6 to Grade 7 and subsequent classes		

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 3-4 units per theme.

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف السابع الأساسي

Subject Matter: English Language and Literature		Grade: Seven		Cycle 3 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month : August - Year: 1997)					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (174)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Identify main ideas.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		43 periods	
	Order sequence and series of events.		Core in relation to skills as it develops students’ ability to remember and recall ideas		
	Recognize and discriminate aspects of spoken discourse.				
	Use cloze procedure to focus on a specific linguistic component.		Core in relation to skills as it develops students’ ability to utilize language components		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify setting and topic.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Paraphrase events/actions of what is heard.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Use graphic organizers to chart information heard.		Core in relation to skills as it develops students' ability to organize their thoughts	
	Outline ideas based on clues.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Demonstrate critical understanding of spoken discourse.			
	Propose an alternative to a plan presented by a speaker.		Core in relation to skills as it develops students' ability to solve problems	
	Identify the speaker's purpose, tone and attitude.		Core in relation to attitude as it develops students' ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	
	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	
	Identify differences between two versions of an incident.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Provide a plausible conclusion.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Relate ideas to one's experience.	Prerequisite from Grade 7 to Grade 8 and subsequent classes			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Reading	Comprehend written discourse using text-related clues.			
	Fill in a cloze passage with appropriate word forms.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		44 periods
	Identify context clues which help decode unfamiliar lexis.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Match underlined vocabulary words to synonyms/antonyms/definitions/phrasal verbs.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Provide the meanings of prefixes and suffixes found in the text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Demonstrate critical understanding of a text.			
	Distinguish fact from opinion.		Core in relation to skills as it develops students' ability to be objective	
	Select the appropriate outcome or conclusion.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify cause-effect chains mentioned.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	List similarities/differences in two articles on the same subject.		Core in relation to skills as it develops students' ability to balance and view the same issue from different perspectives	
	Identify the author's purpose.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Choose the best title for an extract/story/poem or article.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Select the context for an extract.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Interpret charts, graphs, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Determine the author's attitude.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	Develop basic comprehension of appropriate literature.			
	Identify main characters, setting, and theme.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Summarize the plot elements of a story.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	State the problems faced by the main character(s).	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Design a poster/ad for a literary work.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Seek and/or provide information.			
	Describe the steps of a simple process.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		43 periods
Oral Communication	Give directions / instructions.		Core in relation to skills as it develops students' ability to follow a specific structure	
	Communicate and/or justify intellectual / emotional / moral issues and positions.			
	Deny an accusation.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Say why you agree/disagree.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Propose a solution to a problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Describe the way characters from different stories must have felt in a given situation.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Give one or more reasons why you refuse to do something.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Give one or more reasons why you believe you're capable / incapable of doing something.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.			
	Initiate /conclude a conversation.		Core in relation to attitudes as it develops students' ability to start and end a conversation in a polite way	
	Give an oral report on a book, movie, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	
	Discuss and take a stand on issues from subject areas.		Core in relation to skills as it develops students' ability to state opinions and give logical justifications	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Written Communication	Develop and enhance writing skills through semi-guided activities.			44 periods
	Punctuate an unedited text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Write a suitable title for a given paragraph.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Select an appropriate topic or concluding sentence.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Combine sentences with a suitable joining word.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Mark places where connectives are missing/inadequate in a text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Fill in missing cohesive devices in a text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Distinguish between relevant/irrelevant details.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Reconstruct scrambled texts.		Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things in a logical manner	
	Given the topic and concluding sentences, write the body.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Produce expressive, transactional, and creative writing.			
	Rewrite the end of a story.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Describe a process.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Write short research papers.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Apply process writing skills.			
	Select and narrow a topic.		Core in relation to skills as it develops students' ability to make appropriate choices
	Organize ideas into clusters and lists.	Prerequisite from Grade 7 to Grade 8 and subsequent classes	
	Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes
	Identify the purpose of a writing task.		Core in relation to attitude as it develops students' ability to set a clear purpose
	Identify audience: self, peers, teacher, other.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience
	Write multiple drafts.		Core in relation to skills as it develops students' ability to edit and proofread
	Use correction signs and symbols to revise drafts.	Prerequisite from Grade 7 to Grade 8 and subsequent classes	
	Indicate places where more supporting detail (facts, examples) is required.	Prerequisite from Grade 7 to Grade 8 and subsequent classes	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Indicate places where short sentences can be joined with a transition word.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Share writing through oral reading.		Core in relation to values as it develops students' self confidence	
	Design a poster for your writing.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
Thinking	Develop thinking strategies in problem-solving, decision-making and conceptualizing.			
	Identify a problem presented in a text.		Core in relation to skills as it develops students' ability to deal with problems	
	Organize graphically data which represent a problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Choose an appropriate solution/plan for a given problem.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Paraphrase, summarize and organize text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Define a goal for self or group.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Identify options for attaining the goal.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Brainstorm alternatives related to the same concept.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Identify examples and attributes related to a concept.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Classify, organize and categorize information.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
Develop critical thinking skills.			
Distinguish between facts and opinions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Identify the source.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Identify components of an argument.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Generate simple questions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Determine irrelevant information.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Identify common types of logical fallacies in an argument.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Draw appropriate conclusions.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
Give and receive feedback.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Recognize patterns of deductive, inductive and analogical reasoning.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Transfer information from one context to another.			
	Make logical inferences based on the text.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Identify learned strategies to solve new problems.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Classify information.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Synthesize ideas from sources to produce sentences, paragraphs.	Prerequisite from Grade 7 to Grade 8 and subsequent classes		
	Evaluate information against a set of established criteria.		Core in relation to skills as it develops students' ability to give objective judgements	

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 2-3 texts per theme.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الثامن الأساسي

Subject Matter: English Language and Literature		Grade: Eight		Cycle 3 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods (174)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Distinguish between the main idea and supporting details.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		43 periods	
	Dramatize a role in a dialogue.	Prerequisite from Grade 8 to Grade 9 and subsequent classes			
	Order a series of cyclic events.		Core in relation to skills as it develops students’ ability to remember and recall ideas		
	Recognize and discriminate aspects of spoken discourse.				
	Draw a semi-guided outline.	Prerequisite from Grade 8 to Grade 9 and subsequent classes			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Provide synonyms/antonyms/definitions/phrasal verbs/idiomatic expressions for items in the passage.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Form new words with prefixes and suffixes found in the text.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Match a given word with its appropriate collocate.		Core in relation to skills as it develops students' ability to use language components	
	Demonstrate critical understanding of a text.			
	Discuss the author's purpose.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Supply a suitable title for a given extract/story/poem/article/ad.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Analyze the author's attitude.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	
	Compare and contrast two articles on the same subject.		Core in relation to skills as it develops students' ability to balance and view the same issue from different perspectives	
	Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Draw a suitable inference about a text based on personal experiences.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	Develop basic comprehension of appropriate literature.			
	Discuss the main characters, setting, theme and plot.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Trace the development of characters in the story.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Paraphrase the problem(s) which the main character faces.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Analyze the author's/poet's use of figures of speech.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.		Core in relation to skills as it develops students' reading strategies	
	Design a jacket/flyer/ad for a specific literary work.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
Oral Communication	Seek and/or provide information.			
	Explain the steps of a complex process.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		43 periods
	Report an incident when a classmate was discriminated against.		Core in relation to values as it develops students' ability to notice signs of violation of human rights	
	Communicate and/or justify intellectual / emotional / moral issues and positions.			

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	Deny an accusation and explain why.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Explain in detail why you agree /disagree.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	List two possible solutions to an academic problem.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	State the reasons why you have certain fears or worries.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.			
	Summarize and conclude a discussion.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Introduce a guest speaker.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Discuss and take a stand on issues from subject areas.		Core in relation to skills as it develops students' ability to state opinions and give logical justifications	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	Develop and enhance writing skills through semi-guided activities.			
Written Communication	Use appropriate punctuation marks.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		44 periods
	Write a suitable topic/concluding sentence for a given paragraph.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Create a suitable heading/title for a given paragraph/essay.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		

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	Provide suitable connectives where needed.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Unscramble the paragraphs in a 3-4 paragraph essay.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Reconstruct scrambled texts.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
	Produce expressive, transactional, and creative writing.			
	Write a journal/diary on a regular basis.		Core in relation to values as it develops students' self actualization	
	Make lists of instructions, reminders, homework assignments, books read.		Core in relation to skills as it develops students' professional and transferable abilities	
	Complete an application form.			
	Write a reminder about a party/homework/assignment.			
	Write a notice for a bulletin board.			
	Write a report on a visit, film, book, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	
	Narrate two major events in a story.		Core in relation to skills as it develops students' ability to make choices	

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	Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
	Apply process writing skills.			
	Apply a timeline to organize ideas.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Use editor's notes to revise papers.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Join short sentences with transition words	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes	
	Identify the purpose of a writing task.		Core in relation to attitude as it develops students' ability to set a clear purpose	
	Identify the audience: self, peers, teacher, other.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience	
	Delete words/phrases/irrelevances.		Core in relation to skills as it develops students' ability to make appropriate choices	
	Add words/phrases/sentences where necessary.			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.		Core in relation to attitude as it develops students' ability to describe and convey feelings	
	Conduct a structured interview with peers to elicit feedback on language and content.		Core in relation to skills as it develops students' communication strategies	
	Share writing through oral reading.		Core in relation to values as it develops students' self confidence / self actualization	
	Post writing on bulletin board.			
	Design a poster for your writing.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
	Submit writing to the school magazine.		Core in relation to values as it develops students' self confidence	
Thinking	Develop critical thinking skills.			
	Generate questions of average complexity.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Examine irrelevant information.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Recognize logical fallacies in arguments.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Form new concepts through drawing analogies with other content areas.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		

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	Distinguish between appropriate/inappropriate conclusions.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Differentiate between patterns of deductive, inductive and logical reasoning.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Verify the credibility of the source.		Core in relation to skills as it develops students' ability to make scientific choices	
	Give and receive feedback.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
Transfer information from one context to another.				
	Distinguish between inferences and restatements based on the text.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Use learned strategies to solve new problems.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Determine the most appropriate way to classify information categories.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		
	Synthesize ideas from sources to produce stories.	Prerequisite from Grade 8 to Grade 9 and subsequent classes		

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 2-3 texts per theme.

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الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف التاسع الأساسي

Subject Matter: English Language and Literature		Grade: Nine		Cycle 3 of Basic Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for classifying each as core		Allocated Periods(168)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate understanding of increasingly complex and varied audio input.				
	Paraphrase the main idea.	Prerequisite from Grade 9 to First Secondary and subsequent classes		42 periods	
	Make inferences based on prior knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Dramatize a whole situation/event described.	Prerequisite from Grade 9 to First Secondary and subsequent classes			

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	Present jumbled events in chronological order.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
	Recognize and discriminate aspects of spoken discourse.			
	Discuss setting and topic.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Identify correct register/accent/type of language used.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Draw a topic outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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	
	Demonstrate critical understanding of spoken discourse.			
	Criticize speaker's opinions and attitude.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

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	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	
Reading	Comprehend written/ printed discourse using text-related clue.			42 periods
	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		

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	Reinforce the use of prefixes and suffixes found in a text and give further examples of words which can be formed of these.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Demonstrate critical understanding of a text.			
	Provide an alternative outcome or conclusion and justify it.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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	

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	Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Analyze attitude in the text.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
	Develop basic comprehension of appropriate literature.			
	Analyze main characters, setting, theme, and plot.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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		
	Analyze main characters, setting, theme, and plot.	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	
	Seek and/or provide information.			
Oral				

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	Explain why certain cause/effect relationships in science occur.	Prerequisite from Grade 9 to First Secondary and subsequent classes		42 periods
	Compare two methods of doing something.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Communicate and/or justify intellectual / emotional / moral issues and positions.			
	Deny an accusation and defend a position.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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	
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.			
	Summarize the highlights of a debate and conclude it.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

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	Debate the advisability of a certain profession.		Core in relation to skills as it develops students' transferable and professional abilities	
	Give an oral report on a breakthrough in medicine, science, technology, etc.		Core in relation to attitude as it develops students' ability to reflect on advances in different domains	
	Discuss and take a stand on issues from subject areas.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
Written Communication	Develop and enhance writing skills through semi-guided activities.			42 periods
	State why topic/concluding sentences are irrelevant, banal, or repetitious.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Generate concluding paragraphs for incomplete essays.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Develop a four-paragraph essay from an outline and notes.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

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	Reconstruct a scrambled text.		Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things in a logical manner	
	Produce expressive, transactional, and creative writing.			
	Write a formal/informal letter and/or petitions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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	

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	Provide captions for cartoon strips/pictures.		Core in relation to attitude as it develops students' ability to reflect on different forms of art	
	Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
	Apply process writing skills.			
	Organize ideas into outlines, loops, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	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	

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

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

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	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.			
	Develop critical thinking skills.			
	Examine flow of ideas/logic of argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Generate questions of advanced complexity.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Distinguish between relevant and irrelevant information.	Prerequisite from Grade 9 to First Secondary and subsequent classes			

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	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	
Transfer information from one context to another.				
	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		
	Relate knowledge from one subject-matter area to another.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Select and use learned strategies to solve new problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reconstruct elements of text into new whole.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Synthesize ideas from sources to produce arguments and mini-research projects.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate information extracted from the text.		Core in relation to skills as it develops students' ability to give objective judgements	

- All grammatical structures for this grade level are required; taking into consideration that prerequisite structures introduced in previous grades may be reinforced whenever needed at any time during the academic year.
- Teachers are required to address all themes, selecting 2-3 texts per theme.
- Required writing genres: narrative, cause-effect, problem-solution

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الأول الثانوي

Subject Matter: English Language and Literature		Grade: First Secondary		Secondary Education	
References:					
Decree No. 10227 of 8/5/1997					
Details of the curriculum content of English Language and Literature - Circular No.26 / m /1997 (Date: 1st - Month : August - Year: 1997)					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying each as core		Allocated Periods (140)	
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate critical understanding of a variety of spoken discourse.				
	Identify tone, mood, intonation and register.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		35 periods	
	Identify and discuss a speaker’s motive and point of view.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes			
	Demonstrate awareness of the linguistic and organizational features of a text.				
	Identify transitionals and explain their functions.		Core in relation to skills as it develops students’ ability to make connections		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify key terms used.		Core in relation to skills as it develops students' ability to focus on relevant terminology	
	Demonstrate understanding of spoken discourse.			
	Identify main idea.		Core in relation to skills as it develops students' ability to focus on main points	
	Summarize arguments.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Paraphrase parts of discourse.			
Reading	Demonstrate awareness of linguistic and organizational features of text.			
	Interpret figurative language and idiomatic expressions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		35 periods
	Identify devices of coherence and cohesion.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Identify appropriate lexical items to suit tone, style, mood, purpose, and theme.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Demonstrate factual understanding of a variety of textual discourse.			
	Identify main ideas.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Identify supporting details.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Answer literal and relational comprehensive questions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Demonstrate critical understanding of a variety of textual discourse.			
	Identify tone and mood.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Infer implied meanings and assumptions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Demonstrate ability to use reading strategies.			
	Pre-read to establish background.		Core in relation to skills as it develops students' ability to set the scene of a certain context	
	Preview to establish general theme.		Core in relation to skills as it develops students' ability to recall prior knowledge and set a purpose for reading	
	Skim to outline main points.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Reread to retain details.		Core in relation to skills as it develops students' ability to store basic information for future use	

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

Oral Communication	Produce oral presentations on a variety of situations.			
	Discuss critically others' opinions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		35periods
	Initiate and develop conversations with ease and confidence.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Maintain interest of audience by using different types of spoken communication (such as anecdotes, commentaries, and reports).	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Use different speech strategies for specific situations.			
	Use a variety of tones and patterns of intonation.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Vary speech to suit context, audience and purpose.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Participate actively in the development of an argument.			
	Argue for/against an issue.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Persuade cogently and clearly.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Participate in group discussions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
Written Communication	Produce a wide variety of essay forms showing further competence in using discourse modes.			
	Develop by definition, classification, illustration, cause and effect, and comparison and contrast.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		35 periods
	Argue for/against an issue.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Narrate incidents and experiences from different points of view.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Demonstrate ability to produce the appropriate linguistic, stylistic, and organizational components of an essay.			
	Utilize grammatical and lexical components pertinent to specific subject areas.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Use appropriate lexical items to suit tone, style, mood, purpose, and theme.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Maintain thematic unity.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Establish and maintain coherence using sequencing (temporal, spatial, and logical), transitionals, and repetition of key terms.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Develop appropriate composing strategies.			
	Select a topic or respond to a prompt.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Write a first draft.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Revise individually or in pairs/groups.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Produce other drafts as needed.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
Thinking	Evaluate information given through a variety of materials.			
	Criticize evidence objectively.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		
	Draw logical conclusions.	Prerequisite from 1 st Secondary to 2 nd Secondary and subsequent classes		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 2-3 texts per unit.

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الثاني الثانوي – فرع الإنسانيات

Subject Matter: English Language and Literature		Grade: Second Secondary		Secondary Education		Section: Humanities	
References:							
Decree No. 10227 of 8/5/1997							
Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)							
Details of the Curriculum Content							
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.							
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core			Allocated Periods (168)		
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and/or values		Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.		
Listening	Demonstrate awareness of different modes of spoken discourse.						
	Classify mode (persuasive, process, exposition).	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics				42 periods	
	Specify the method of development (cause /effect, comparison /contrast, definition, etc.).			Core in relation to skills as it develops students’ ability to make connections			

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Distinguish between different modes of presentations (lectures, discussions, graphics).		Core in relation to skills as it develops students' ability to support their ideas through different modes	
	Show understanding of the content of spoken discourse.			
	Identify main ideas.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Distinguish between facts and opinion.		Core in relation to skills as it develops students' ability to be objective	
	Relate supporting ideas to the main idea.		Core in relation to skills as it develops students' ability to focus on main points	
	Predict plausible conclusions.		Core in relation to skills as it develops students' ability to make logical conclusions	
	Figure out the organization of spoken discourse.			
	Identify key terms and transitional words, phrases, or sentences.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
Reading	Demonstrate awareness of special linguistic features of literary texts.			

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify figurative language.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		42 periods
	Identify and explain special literary terms.		Core in relation to skills as it develops students' ability to create a special effect in their writing and to convey information on a deeper level	
	Demonstrate understanding of a variety of texts.			
	Identify elements of cohesion and coherence.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Identify author's attitude, bias, and intention.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Infer hidden messages.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Discuss theme, plot, characters, and setting in a literary text.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify contextual clues that explain meaning.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Improve reading rate for specific purposes.			
	Enhance skimming and scanning skills.		Core in relation to skills as it develops students' reading techniques	
	Locate contextual clues, cohesive devices and transitional links.		Core in relation to skills as it develops students' ability to make connections	
	Demonstrate awareness of rhetorical devices used in the text.			
	Identify key terms.		Core in relation to skills as it develops students' ability to focus on relevant terminology	
	Identify coherence devices.		Core in relation to skills as it develops students' ability to make connections	
	Identify mode of development of main idea (facts, figures, charts, etc.).	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
Oral Communication	Give different types of oral presentations.			

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Make a presentation on a researched project.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		42 periods
	Participate in and lead debates.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Defend opinion cogently and effectively.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Use appropriate style in any given situation.			
	Adopt appropriate tone, intonation, and body language.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Discuss critically others' opinions.			
	Identify the elements that contribute to the flow of an argument.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Point out strengths and weaknesses of arguments.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Comment on the language used by the speaker (accent, choice of words, intonation, etc.).	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
Written Communication	Demonstrate command of academic writing.			
	Develop a full-length essay on different subject matter areas, using a variety of discourse modes (description, narration, argumentation, etc.).	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		42 periods
	Demonstrate ability to use language effectively.			
	Employ suitable grammatical constructions and diction appropriate for audience, purpose and topic.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Maintain coherence and cohesion in extended essays.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Adopt proper organizational strategies.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Use advanced writing techniques.			
	Apply pre-writing, drafting and revising techniques.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Participate in peer and group writing and editing activities.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
Thinking	Evaluate reference material for appropriateness, accuracy and validity.			
	Explain and comment on the speaker's/writer's authority.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Discriminate between facts, opinions, and bias.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Assess current status, validity and usefulness of material.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	.Recognize inductive and deductive reasoning.			
	Establish links between evidence and claim.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Approach learning tasks in a logical manner.			
	Present relevant evidence.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Figure out motives and assumptions of speaker/writer.		Core in relation to behavior as it motivates students to perform certain actions or to adopt certain behaviors	
	Respond to point of view.		Core in relation to attitude as it develops students' ability to express feelings in response to the text	
	Respond critically to an argument.			
	Present counterarguments.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Show awareness of discrepancies, inconsistencies, and gaps.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		
	Assess conclusions and suggest alternative ones.	Prerequisite from 2nd secondary humanities to 3rd secondary Literature and Humanities/ Sociology and Economics		

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 2-4 texts per unit.

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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

Subject Matter: English Language and Literature		Grade: Second Secondary		Section: Sciences
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature - Circular No.33 / m /1998 (Date: 1st - Month : July - Year: 1998)				
Details of the Curriculum Content				
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التّعليم الأساسي ومرحلة التّعليم الثّانوي.				
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods (84)
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and/or values	
Listening	Demonstrate basic comprehension of scientific discourse.			
	Summarize.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		21 periods
	Paraphrase.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Understand specific details and information from various scientific sources.			

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	Identify main points in a lecture.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Extract specific details from documentaries and lectures.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Decode lectures using scientific graphic conventions.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Interpret what is heard.			
	Synthesize different details into one idea.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
Reading	Understand information given through language discourse pertaining to scientific and professional material.			
	Interpret scientific conventions (graphs, tables, diagrams, charts, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		21 periods
	Read specialized texts efficiently.			
	Derive pertinent information from textbooks.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		

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	Derive pertinent information from other sources.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Develop text-based strategies for gaining meaning.			
	Use learned prefixes, suffixes and stems in the recognition and formation of new words.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Guess meaning from context.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Classify words into semantic and topical categories.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
Oral Communication	Understand and produce discourse using more advanced notions of science.			
	Deliver cause/effect presentations.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences.		21 periods
	Make oral presentations on a variety of scientific situations.			
	Formulate scientific hypotheses.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		

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	Present speech from visuals.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Use different speech strategies for specific situations.			
	Moderate discussions and debates.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences.		
Written Communication	Produce specific written forms.			
	Define scientific terms.		Core in relation to skills as it develops students' ability to use precise and consistent technical words	21 periods
	Describe a process.		Core in relation to skills as it develops students' ability to follow a logical sequence	
	Classify and categorize.		Core in relation to skills as it develops students' ability to understand relationships	
	Understand and produce discourse using basic notions of science.			
	Develop cause/effect discourse.		Core in relation to skills as it develops students' ability to make connections	
	Demonstrate ability to write effectively.			

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	Vary the linguistic complexity and word choice according to an audience.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Use the words, expressions, and structures appropriate for topics and tasks.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Tabulate scientific information.			
	Draw graphs, charts, and diagrams.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Construct tables.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Utilize proper vocabulary and grammar.			
	Use technical lexis for a variety of scientific situations (proportions, shapes, properties, states, equivalence, actions, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		

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	Use grammatical components most pertinent to scientific discourse (such as the passive voice, conditionals, simple verb tenses, articles and prepositions, complex sentence structures, etc.).	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
Thinking	Evaluate information given through scientific conventions.			
	Criticize evidence.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Draw conclusions.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Predict consequences.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Apply problem-solving strategies.			
	Identify problems.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		
	Conduct research.	Prerequisite from 2nd secondary sciences to 3rd secondary Life Sciences / General Sciences		

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

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 4-6 texts per unit.

الأهداف الأساسية لمادة اللغة الإنكليزية وآدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

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Subject Matter: English Language and Literature		Grade: Third Secondary		Section: Literature and Humanities	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التّعليم الأساسي ومرحلة التّعليم الثّانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods (168)	
		Prerequisites with Identification Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Demonstrate critical understanding of spoken discourse.				
	Discriminate between persuasive, argumentative, informative types, etc.		Core in relation to skills as it develops students’ ability to understand different types of discourse; a skill that they need at the university level	42 periods	
	Relate tone, stress and intonation to the purpose of what is said.		Core in relation to behavior as it develops students’ ability to get the message properly; a skill that they need at the university level		

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

الأهداف الأساسية لمادة اللغة الإنكليزية و آدابها للعام الدراسي 2026 – 2027 مع الأخذ بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3، للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.

	Identify key terms.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Indicate the manner in which the theme is developed (examples, illustrations, facts, etc.).		Core in relation to skills as it develops students' ability to be familiar with different modes; a skill that they need at the university level	
Reading	Demonstrate ability to analyze linguistic features of texts.			
	Identify and explain figurative language in a text.		Core in relation to attitude as it develops students' ability to draw mental images and reflect on emotions; a skill that they need at the university level	42 periods
	Demonstrate critical understanding of the content of texts.			
	Explain tone, mood, and attitude.		Core in relation to attitude as it develops students' ability to describe feelings and convey messages properly; a skill that they need at the university level	
	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	
	Demonstrate awareness of the effect of word choice on messages.			

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	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	Give oral presentations of varying lengths.			
	Contribute to brainstorming activities.		Core in relation to skills as it develops students' ability to generate ideas about a certain topic; a skill that they need at the university level	42 periods
	Practice giving speeches.		Core in relation to skills as it develops students' ability to build confidence in public speaking; a skill that they need at the university level	
	Practice advancing and defending a point of view on behalf of a group.			
	Report findings of a researched project on different subject matter areas.		Core in relation to skills as it develops students' ability to share evaluation results and develop recommendations; a skill that they need at the university level	
	React verbally to oral or written texts.		Core in relation to attitudes and values as it develops students' ability to take a stand or show empathy	
	Contribute constructively to the development of the argument at hand.			
	Engage in critical discussions.		Core in relation to skills and attitudes as it develops students' ability to argue politely and to gain adherence 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.			
	React critically to the content of works under study.			

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	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.			
Written Communication	Demonstrate ability to write communicatively effective prose.			
	Produce different modes of writing.		Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they need at the university level	42 periods
	Choose structures and word order appropriate for tasks and audiences.		Core in relation to skills as it develops students' ability to convey messages properly; a skill that they need at the university level	
	Demonstrate command of extended writing.			
	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.			

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	Demonstrate ability to use different rhetorical strategies (narration, persuasion, exposition).		Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they need at the university level	
Thinking	Evaluate a variety of texts from different subject matter areas.			
	Critique writer's/speaker's argument.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	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	
	Apply inductive and deductive reasoning.			
	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	
	Respond critically to an argument.			
	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.			

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 3-4 parts per unit.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: All

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الأهداف التعليمية الأساسية لمنهج مادة اللغة الإنكليزية للصف الثالث الثانوي – فرع الاجتماع و الاقتصاد

Subject Matter: English Language and Literature		Grade: Third Secondary		Section: Sociology and Economics	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الاعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods (112)	
		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	28 periods	
	Take notes.		Core in relation to skills as it develops students’ ability to take notes; a skill that they need at the university level		

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

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	Identify transitionals.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify methods of development of ideas.		Core in relation to skills as it develops students' ability to follow a logical sequence; a skill that they need at the university level	
Reading	Demonstrate understanding of specialized texts (History, Geography, Economics).			
	Recognize, identify, and define related concepts and terminology.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	28 periods
	Identify main ideas and details.		Core in relation to skills as it develops students' ability to focus on main points; ; a skill that they need at the university level	
	Identify and explain implied meanings and attitudes.		Core in relation to attitudes as it develops students' ability to adopt certain attitudes based on the situation	
	Identify and explain bias, false analogies, faulty deductions, incomplete statistics, and insignificant differences.		Core in relation to skills as it develops students' ability to make objective claims; ; a skill that they need at the university level	
	Read and analyse texts to identify and explain organizational patterns.			

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	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	
	Demonstrate ability to cope with assigned readings in specialized publications.			
	Make summaries and abstracts.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	
	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	
	Identify and manipulate technical jargon.			

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	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	
Oral Communication	Demonstrate advanced oral skills in responding to oral or written input.			
	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	28 periods
	Summarize main ideas fluently and accurately.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	
	React to other's views in critical discussions.		Core in relation to values as it develops students' ability to show empathy	
	Show advanced command of oral presentations of researched topics.			
	Develop main ideas fully maintaining unity of theme.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	
	Maintain audience interest by asking questions, varying intonation, and using graphic illustrations.			

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	Support presentations with a variety of data (statistics, facts, audio-visual aids, etc.)			
	Make timed presentations on pre-assigned topics.			
	Participate in problem solving activities.			
	Participate in and lead debates.		Core in relation to skills as it develops students' ability to communicate properly; a skill that they need at the university level	
	Ask for repetition and clarification.		Core in relation to skills and values as it develops students' ability to make polite requests; a skill that they need at the university level	
	Demonstrate practical knowledge of the rules of spoken discourse.			
	Join conversations at appropriate transition points.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	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	
	Demonstrate advanced writing skills in responding to input.			
Written Communication	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	28 periods
	Demonstrate ability to reinterpret texts.			

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	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	
	Show advanced skills in writing well-researched papers.			
	Prepare research projects.		Core in relation to skills as it develops students' ability to develop research techniques; a skill that they need at the university level	
	Use wide variety of resources and references.			
	Follow proper documentation procedures.			
	Use different expository and argumentative methods of development.		Core in relation to skills as it develops students' ability to develop writing techniques; a skill that they need at the university level	
	Draft, re-draft, and proof-read.			
	Maintain thematic unity.			
	Write coherently employing logical sequencing, transitionals, and repetition of key terms.			
	Demonstrate ability to write for different interactive purposes.			
			Core in relation to skills as it develops students' ability apply for jobs, scholarships, etc.; a skill that they need at the university level	
	Fill in application forms.			
Thinking	Demonstrate critical interpretation and appreciation of written and spoken discourse.			

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	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 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.			
	Show the ability to evaluate different theories and strategies in fields of study.			
	Explain a theory.		Core in relation to skills as it develops students' ability to reflect on different theories	
	Discuss the applicability of a theory to a specific context.			
	Compare between one theory and another.			

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 2-3 texts per part.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: Simile, Metaphor, Irony, Personification

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

Subject Matter: English Language and Literature		Grade: Third Secondary		Sections: General Sciences & Life Sciences	
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
Details of the Curriculum Content					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصّادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصّادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods (56)	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Sustain comprehension in extended scientific discourse				
	Summarize arguments.		Core in relation to skills as it develops students’ ability to organize ideas and restructure them; a skill that they need at the university level	14 periods	
	Paraphrase parts of information.				
	Demonstrate awareness of the special language used in scientific discourse.				
	Identify special linguistic structures and explain how they deviate from normal discourse.		Core in relation to skills as it develops students’ ability to derive the meaning of individual words and to understand semantic relations; a skill that they need at the university level		

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	Identify the special terms used in the text.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Understand specific details and information from various scientific sources.			
	Identify objectivity markers in scientific discourse.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	Recognize specific details as examples of general science topics.		Core in relation to skills as it develops students' ability to formulate the main idea when it is implied; a skill that they need at the university level	
	Understand lectures using scientific graphic conventions.		Core in relation to skills as it develops students' ability to analyze and interpret graphic data; a skill that they need at the university level	
Reading	Read information given through language discourse pertaining to scientific and professional materials.			
	Interpret tone.		Core in relation to attitude as it develops students' ability to understand feelings	14 periods
	Interpret point of view.			
	Derive information from non-textual clues			

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	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	
	Read specialized texts efficiently.			
	Derive relevant information from textbooks.		Core in relation to skills as it develops students' ability to obtain more detailed data; a skill that they need at the university level	
	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	
	Demonstrate ability to interpret texts.			
	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	
Oral Communication	Understand and produce discourse using more advanced notions of science			
	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	14 periods
	Produce oral presentations on a variety of scientific situations.			

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	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	
	Use different speech strategies for specific situations.			
	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	
Written Communication	Produce extended written forms.			
	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	14 periods
	Understand and produce discourse using extended notions of science.			
	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	
	Observe the rules of good writing.			
	Write coherently, grammatically and clearly.		Core in relation to skills as it develops students' writing strategies; a skill that they need at the university level	
	Vary style and register according to topic and task.			

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	Select appropriate technical terminology.			
	Utilize a wide range of vocabulary and grammar.			
	Use extensive technical lexis for a variety of scientific situations.		Core in relation to skills as it develops students' ability to use wide concepts and expressions	
	Use a variety of grammatical components most pertinent to scientific discourse.		Core in relation to skills as it develops students' ability to use wide concepts and expressions to produce grammatically correct sentences that fit the context	
Thinking Skills	Evaluate information given through extended scientific discourse.			
	Assess logical relationships.		Core in relation to skills as it develops students' ability to make sound judgements by using evidence; a skill that they need at the university level	
	Determine whether a theory is warranted.			
	Engage in problem-solving tasks.			
	Identify research problems.		Core in relation to skills as it develops students' ability to conduct research; a skill that they need at the university level	
	Conduct an experiment.			
	Organize and analyse results.			
	Compare findings to those reported in literature.			

- All grammatical structures in the cycle are needed in the productive skills namely: speaking and writing.
- Teachers are required to address all themes, selecting 4-5 texts per part.
- Required writing genres: persuasive, cause-effect, problem-solution, argumentative
- Required figures of speech: Simile, Metaphor, Irony, Personification