



Curriculum and Curriculum Standards for Intermediate Education (Grade 9)

Unit Plan for Terms 1 and 2
Based on the new Curriculum

Target English
2019/2020

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ELT Supervisor General

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-8-2019



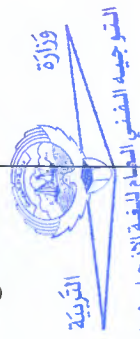
Curriculum and Curriculum Standards for Intermediate Education


Unit Plan for Grade Nine

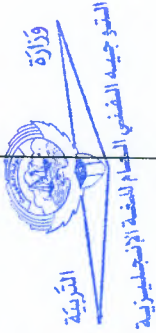
Target English

First Term (Time): 12 weeks

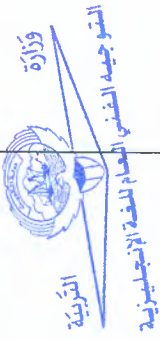
Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Explorers	1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.	1.1 Explain their understanding of various texts they listen to.	<ul style="list-style-type: none"> Describe pictures Talk about likes Read a text and fill in a table with information Decide if sentences are true or false 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics
	1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.	1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.	<ul style="list-style-type: none"> Work with words Discuss questions about a text Identify parts of speech Classify words according to categories Listen and tick true or false statements Pronounce the final /s/ correctly Use the present simple tense correctly Talk about oneself and others using the present simple tense 	<ul style="list-style-type: none"> Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	
	1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.	1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.			
	1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.	1.4 Capture and use different expressions in real life situations heard from various sources.			
	2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.	2.1 Express opinions and exchange information related to common topics using grade level language.			
	2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument	2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed			

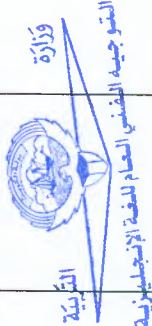



	<p>expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<ul style="list-style-type: none"> • Discuss in groups a personal experience (an expedition to the desert) • Identify features of writing a biography • Plan and write a biography about an explorer • Revise and edit one's writing 	 <p>وزارة التربية والتعليم الجامعي المملكة العربية السعودية</p>
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	<p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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2. Authors

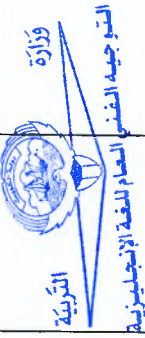
Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
2. Authors	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when</p>	<ul style="list-style-type: none"> Classify words according to their categories Read a text and answer comprehension questions Match words with their definitions Choose the best title Discuss questions Classify words according to their parts of speech Identify the purpose of the writer Discuss questions about e-books Listen to identify features of e-books Listen to identify tone Use the future to talk about personal plans Decide on the correct form of verbs according to context Discuss a visit itinerary for tourists 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics
				 <p>وزارة التربية والتعليم الجامعي المملكة السعودية</p>	


<p>expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p>	<p>engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>	<ul style="list-style-type: none"> • Present a plan for the class • Use question words correctly • Act out the role of an oral historian • Conduct an interview • Complete a paragraph based on notes 	 <p>وزارة التربية والتعليم الجامعي المملكة العربية السعودية</p>
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	<p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>		 <p>التربية والتعليم والتعليم العالي والتعليم الإلكتروني</p>	
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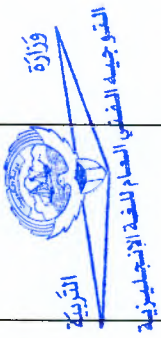
Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
3. Philanthropy	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when</p>	<ul style="list-style-type: none"> Discuss features of a speech Read a speech and answer questions Work with acronyms Discuss the issue of volunteering Listen and answer questions Listen and fill in a table with information Listen and decide if statements are true or false Listen and complete a summary Conduct an interview Use relative clauses Give a speech on Humanitarian Work Use conditional type 2 Plan and write a report on voluntary work in one's community 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers <div style="text-align: center;">  <p>الوزارة التعليمية العلمية الاعلى المملكة العربية السعودية</p> </div>	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

<p>expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p>	<p>engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>	<div data-bbox="1141 293 1289 622" data-label="Page-Footer">  <p>الوزارة التربية والتعليم المملكة العربية السعودية</p> </div>
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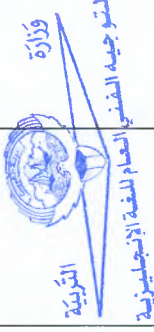
	<p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
4. Countries and Cities	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when</p>	<ul style="list-style-type: none"> Match countries with their capitals Match headings with paragraphs Identify the type of writing in a text Answer comprehension questions Describe countries Listen and recognize the country being described Classify adjectives according to categories Use the present continuous for future plans Use persuasive expressions Listen to identify stress Discuss the reasons why people travel Plan and write a description of a country Write an e-mail 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

<p>expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p>	<p>engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>	<p>talking about a country they prefer to visit</p> <ul style="list-style-type: none"> • Revise and edit one's writing 	<div data-bbox="1145 318 1289 649" data-label="Page-Footer">  <p>وزارة التربية والتعليم المملكة العربية السعودية</p> </div>
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	<p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
5. Cultural Attractions	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when</p>	<ul style="list-style-type: none"> Describe pictures Choose the best title Identify the type of writing in a text Identify the purpose of the writer Answer comprehension questions Find synonyms in a text Discuss possible solutions to pollution Listen to find information Listen and complete a table Use the passive form with progressive tenses and modals Role play a discussion on pollution Identify public notices in different locations Label pictures Plan and write an e-mail giving advice on 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics


<p>expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p>	<p>engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>	<p>how to reduce pollution</p>	 <p>وزارة التربية والتعليم الجامعي</p>
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	<p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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6. The Environment

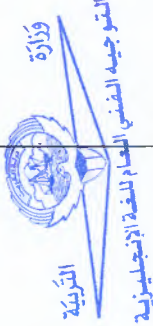
Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when</p>	<ul style="list-style-type: none"> Discuss places a tourist can visit in Kuwait Read and fill in a table with information Find synonyms in a text Discuss the importance of Ramadan Listen and decide if statements are true or false Listen and answer detailed questions Work with collocations Use the correct order of adjectives Use the present perfect simple and continuous correctly Talk about the importance of a cultural attraction in Kuwait Locate attractions on a map 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics


<p>expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p>	<p>engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>	<ul style="list-style-type: none"> Design a brochure on places of interest in Kuwait 	
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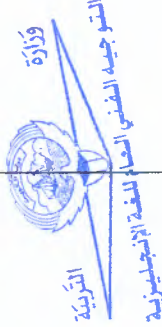
	<p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>		 <p>الوزارة التعليم العالي والبحث العلمي</p>	
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Second Term (Time): 12 weeks


Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Happiness	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect & confidence through smoothness of speech and a</p>	<ul style="list-style-type: none"> Discuss what things are important to students and their peers Read a text and answer comprehension questions Arrange words according to their categories Use the past perfect tense correctly Listen and complete a table Discuss sources of happiness Work with words (parts of speech) Use "wish" plus the past perfect or past simple Describe pictures Use conditional type 3 Plan and write a report on festivals 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

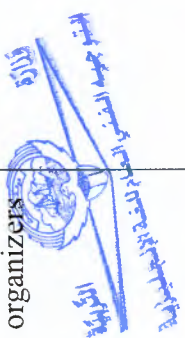
	<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p> <p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft)</p>		
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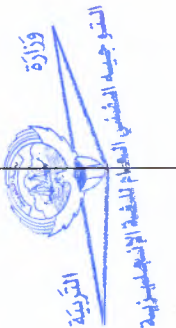
	<p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>		 <p>الوزارة التربية والتعليم الجامعة الأردنية</p>	
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
8. Sports	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> • Discuss one's favourite sports • Read and guess what sport is being described • Identify the purpose of the writer • Make inferences about the writer's attitude • Find idiomatic expressions in a text • Discuss what sport to recommend to others • Work with collocations with go / play / do • Describe pictures and name the sports • Talk about one's activity • Read problems and solutions and give alternative opinions • Read and complete a table • Work with countable 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials • Resources (visual and audio aids etc.) • Realia • ICT tools • Video clips • Magazines • Graphic organizers 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics
					


	<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p>	<p>and uncountable nouns</p> <ul style="list-style-type: none"> • Match sports with their definitions • Write riddles about sports • Plan and write an article recommending a sport to be included in school activities • Revise and edit one's writing 	 <p>وزارة التربية والتعليم الجامعي المملكة السعودية</p>
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	<p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>		 <p>الوزارة التعليمية والتربية والتربية والتربية</p>	
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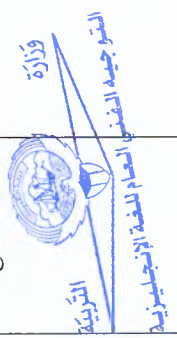
Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Medicine	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> Discuss what students know about Alzheimer's disease Read and fill a graphic organizer about information from the text Find synonyms in a text Answer detailed questions Match words with their definitions Listen and complete a table Discuss medical discoveries Listen and identify the stressed syllable Use reported speech correctly Complete a dialogue Report what happened Discuss healthy habits Plan and write a report on how to keep 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

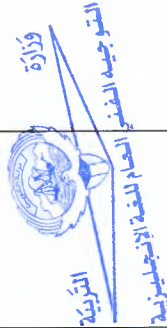
	<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p>	<p>healthy</p> <ul style="list-style-type: none"> • Revise and edit one's writing 	
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
10. Animal Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> Describe and name pictures Identify the main idea of a paragraph Read and answer questions Identify a moral lesson Find the meanings of words in a text Complete a table with different parts of speech Listen and take notes Identify the elements of a story Listen and fill in the blanks in a summary Identify the purpose of the narrator Suggest a moral for a story Suggest an ending of a story Use conjunctions correctly Discuss facts about 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics
					

	<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p>	<p>different animals</p> <ul style="list-style-type: none"> • Discuss what animal to keep as a pet • Plan and write a report about an animal • Revise and edit one's writing 	 <p>الوزارة التربية والتعليم المملكة العربية السعودية</p>
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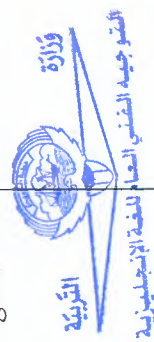
	<p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>		 <p>الجمهورية العربية السورية وزارة التعليم العالي والبحث العلمي</p>	
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Human Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> Describe pictures Match paragraphs with ideas Read and answer detailed questions Recognize the message of a text Find meanings of words in a text Fill in a table with different parts of speech Listen and take notes Listen and fill in the blanks in a summary Listen and find word meanings Report questions and commands Conduct a survey about intelligence Read short paragraphs about geniuses and find common characteristics Plan and write a report 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

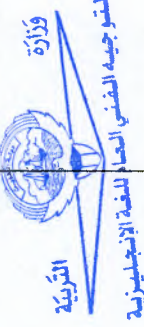
	<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p>	<p>on a famous person with exclusive talents</p> <ul style="list-style-type: none"> • Revise and edit one's writing 	
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	<p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
12. Artificial Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and comparing facts and opinions when listening to native and non-native English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>1.4. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time.</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed most of the time and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> List smart machines Read a text and identify the main idea Find synonyms and antonyms in a text Fill in the blanks in a summary Discuss what Artificial Intelligence means Listen and identify the opinion of speakers Classify information according to categories Use comparative and superlative adjectives correctly Discuss the future of AI in the future Act out a discussion in front of the class Match pictures with definitions Discuss the good points and negative ones about AI Plan and write an 	<ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials Resources (visual and audio aids etc.) Realia ICT tools Video clips Magazines Graphic organizers 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics



<p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confident.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent paragraphs (e-mail, report, short story) for different purposes with the help of guide words</p>	<p>2.3 Speak with respect & confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p> <p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</p>	<p>article about how AI can be useful or harmful to humanity</p> <ul style="list-style-type: none"> Revise and edit one's writing <div style="text-align: right;">  <p>وزارة التربية والتعليم الجامعي المملكة العربية السعودية</p> </div>
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	<p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.2 Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</p> <p>4.3 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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