

# **THE ENGLISH LANGUAGE CURRICULUM**

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## INTRODUCTION

The Plan for Educational Reform (1994) and The New Framework for Education in Lebanon (1995) established the principles and guidelines for the new curricula in clear terms. In the area of foreign language education, there was emphasis on creating a citizen who is proficient in at least one foreign language in order to promote openness to and interaction with other cultures. Furthermore, the principle of teaching two foreign languages was established: the first starting at the

beginning of schooling, and the second starting in the seventh grade.

The curriculum for English as a first foreign language which follows this introduction attempts to translate these established principles and guidelines into a working curriculum that espouses modern theories of second language acquisition and recent trends in English as a foreign language (EFL) curriculum design and teaching methodology.

## PRINCIPLES UNDERLYING THE CURRICULUM

The following principles are held to be true and self-evident:

1. Language learning is learning to communicate. Language is used by its speakers to express themselves, to interact with others, to gain information (academic and otherwise), and to learn about the world around them.
2. Language varies. Speakers of a language are aware of the need to vary language use according to the context of communicative interaction, i.e. language varies with variation in topic, participants, setting, purpose, and medium (verbal or written). Moreover, language varies according to academic domains (content areas) and tasks.
3. Learning a new language is becoming familiar with a new culture. Learners of a new language become aware of new values, norms, thought patterns, and beliefs. As a result of this cultural exposure and of the ensuing analysis of similarities and differences with native culture, learners develop understanding of, respect for, and appreciation of diversity of cultural backgrounds.
4. Language learning is most effective when it takes place through meaningful, interactive tasks. Language learners will thus learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom (content-based instruction) and outside it (social settings).
5. Language skills are interdependent. Listening, speaking, reading, and writing skills are not thought of by language users as independent skills; they are rather perceived as interdependent where one skill often activates the other skills as well as the paralinguistic skills for the achievement of effective communication.

## FEATURES OF THE CURRICULUM

Guided by the above basic principles, the curriculum for English as a first foreign language attempts to develop the use of English for three major purposes: social interaction, academic achievement, and cultural enrichment. We believe that the most effective way to achieve these purposes is through the adoption of a thematic, integrated, content-based approach to teaching and learning. The curriculum embodying this approach is going to be spiral in nature. The same concepts and skills will be taught at various times across the grades, but with increasing levels of complexity and sophistication as we move up.

The following features characterize the proposed curriculum and set it apart from, and hopefully above, the current curriculum and other EFL curricula adopted in similar teaching/learning contexts:

1. Students following this curriculum will learn content-related information while acquiring English language skills in listening, speaking, reading, and writing. The emphasis on teaching English for academic purposes entails the development of thinking skills. It is for this reason that the new curriculum, in addition to promoting the development of traditional skills, has also emphasized the development of thinking skills.
2. The new curriculum attempts to develop native-like proficiency in English. More specifically, it stresses both fluency and accuracy, in that order. Learning traditional grammar will thus be delayed till the fourth grade, i.e. after the students have developed basic communicative competence in the language. Accuracy would, hopefully, develop naturally as a result of exposure to proper models of English.
3. The curriculum has set realistic, achievable objectives that the average teacher/material writer can relate to. Furthermore, these objectives have been illustrated with samples of clear, measurable performance tasks that can be easily implemented in the classroom.
4. Language will be presented to students in its proper cultural context. Though language learning will start with universal themes, the particular characteristics of the culture of English-speaking people will be introduced gradually and where appropriate. The purpose of this is to develop cross-cultural openness, tolerance, and understanding. It is for this purpose that the proposed curriculum highlights foreign language literature at all grade levels and includes a special section on cultural awareness skills.
5. The curriculum highlights the role of group work in the development of communicative language skills. It thus stresses the need for the creation of an interactive classroom environment. Many of the objectives and performance tasks included in the curriculum call for pair and group work in line with the cooperative learning model of classroom interaction.
6. Finally, the curriculum emphasizes the development of the proper study skills which will help students develop into independent learners.

In summary, the curriculum moves from a system of language education based on rote learning, linguistic correctness, and cramming of information to a system that promotes autonomous learning, thinking skills, and communicative competence.

## PRACTICAL IMPLICATIONS

Proper implementation of the new curriculum requires the cooperation of all those involved in the teaching/learning process because it requires radical changes in knowledge, attitude, methodology, instructional materials, and classroom management. The following suggestions are believed to allow for smoother implementation of the proposed curriculum.

1. Close cooperation between EFL and subject matter teachers becomes a necessity. The content area teacher will help make the content more comprehensible, and the language teacher will help language become a facilitator rather than an obstacle to comprehension.
2. A comprehensive staff development program is needed for both EFL and content teachers. The program should

include familiarization with theoretical models and methodological orientations as well as practice-teaching activities.

3. EFL teachers should develop at least a layman's knowledge of content area materials. In turn, content area teachers need to improve their communicative skills in English and serve as good models of English language speakers.

Having laid down the basis of the curriculum and identified its features and implications for the practitioner, we hope that it turns out to be as effective in practice as we envisage it to be.

## II - GENERAL OBJECTIVES OF TEACHING ENGLISH

In accordance with the guidelines set by the Lebanese Ministry of National Education, Youth and Sports, through the National Center for Educational Research and Development as expressed in the **Plan for Educational Reform** (1994) and the **New Framework For Education in Lebanon** (1995), which stress the role of foreign language education in developing the Lebanese student humanistically, socially, and nationally in addition to its role in developing cultural openness and cultural exchange, the Committee recommends adoption of the following general objectives for teaching English in Lebanon :

- 1 - Enabling students to communicate effectively in different situations and settings with native and non-native speakers alike using authentic, appropriate, and correct linguistic forms
- 2 - Enabling students to communicate effectively in subject matter areas in general, and mathematics and sciences in particular
- 3 - Equipping students with the requisite linguistic skills for pursuing university education in their fields of specialization
- 4 - Developing students' critical thinking skills (analytical, synthetic, critical)
- 5 - Developing intercultural understanding and appreciation
- 6 - Promoting students' positive attitudes toward the target language and culture
- 7 - Enhancing students' abilities to work with others

**NUMBER OF HOURS**  
**BASIC EDUCATION**  
**CYCLE I ELEMENTARY : GRADES 1 - 3**

SKILLS	CONTENT	NUMBER OF HOURS
Listening	Content-based illustrated	7 x 30 = 210
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		

**CYCLE II ELEMENTARY & INTERMEDIATE: GRADES 4 - 9**

SKILLS	CONTENT	NUMBER OF HOURS
Listening	Content-based illustrated	6 x 30 = 180
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		

**SECONDARY EDUCATION**

**FIRST SECONDARY**

<b>SKILLS</b>	<b>CONTENT</b>	<b>NUMBER OF HOURS</b>
Listening	Content-based illustrated	5 x 30 = 150
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		

**SECOND SECONDARY  
(HUMANITIES & SOCIAL SCIENCES)**

<b>SKILLS</b>	<b>CONTENT</b>	<b>NUMBER OF HOURS</b>
Listening	Content-based illustrated	6 (including 1 hour of translation) x 30 = 180
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		

**SECOND SECONDARY****SCIENCES**

<b>SKILLS</b>	<b>CONTENT</b>	<b>NUMBER OF HOURS</b>
Listening	Content-based illustrated	3 (including 1 hour of translation) x 30 = 90
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		
		<b>TOTAL : 90</b>

**THIRD SECONDARY****(LITERATURE & HUMANITIES)**

<b>SKILLS</b>	<b>CONTENT</b>	<b>NUMBER OF HOURS</b>
Listening	Content-based illustrated	6 (including 1 hour of translation) x 30 = 180
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		
		<b>TOTAL : 180</b>

**THIRD SECONDARY**  
**(SOCIOLOGY & ECONOMICS)**

SKILLS	CONTENT	NUMBER OF HOURS
Listening	Content-based illustrated	4 (including 1 hour of translation) x 30 = 120
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		
		<b>TOTAL : 120</b>

**THIRD SECONDARY**  
**(GENERAL SCIENCES)**

SKILLS	CONTENT	NUMBER OF HOURS
Listening	Content-based illustrated	2 x 30 = 60
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		
		<b>TOTAL : 60</b>

**THIRD SECONDARY**  
**(LIFE SCIENCES)**

<b>SKILLS</b>	<b>CONTENT</b>	<b>NUMBER OF HOURS</b>
Listening	Content-based illustrated	2 x 30 = 60
Oral Communication	thematic units	
Written Communication	in	
Reading	the Curriculum	
Cultural Awareness		
Thinking and Study Skills		
(INTEGRATED)		
		<b>TOTAL : 60</b>

# **BASIC EDUCATION**

## CYCLE I ( ELEMENTARY ) CURRICULAR OBJECTIVES

### **LISTENING OBJECTIVES**

1. Develop basic factual comprehension of what is heard.
2. Comprehend and interpret what is heard.
3. Appreciate and enjoy certain aspects of spoken discourse.

### **ORAL COMMUNICATION OBJECTIVES**

1. Express and seek factual and affective information.
2. Develop transactional skills.
3. Use appropriate socio-linguistic rules in a range of interactive situations.

### **READING OBJECTIVES**

1. Comprehend and interpret basic factual information in short texts.
2. Demonstrate the ability to use phonological, morphological, and contextual clues to get meaning.
3. Develop reading strategies.

### **WRITTEN COMMUNICATION OBJECTIVES**

1. Develop and expand writing skills through controlled and guided activities.

2. Develop process writing strategies.
3. Spell correctly regularly-used words which observe common patterns.
4. Develop competence in basic print conventions

### **THINKING SKILLS OBJECTIVES**

1. Develop information processing skills, both literal and critical.
2. Develop a repertoire of metacognitive strategies to solve language processing problems.

### **STUDY SKILLS OBJECTIVES**

1. Develop textbook awareness and library skills.
2. Develop appropriate learning strategies.

### **CULTURAL AWARENESS OBJECTIVES**

1. Recognize typical behaviors in common everyday situations in the target culture.
2. Develop empathy toward the target culture.

## CYCLE I (ELEMENTARY) GRADE OBJECTIVES

### GRADE ONE

By the end of Grade I, students are expected to be able to do the following:

**Listening Objectives:**

- \* Respond physically to a series of simple oral instructions.
- \* Match what is heard to objects, pictures, or printed words.
- \* Name objects and actions in a story.
- \* Fill out missing words or simple phrases in a song and/or short paragraph.
- \* Express feelings about a song, rhyme, or story.

**Oral Communication Objectives:**

- \* Give information about self, others, and things in the immediate environment.
- \* Offer and accept invitations and assistance.
- \* Express basic needs, preferences, and desires.
- \* Participate in simple role playing activities.

**Reading Objectives:**

- \* Answer simple comprehension questions based on what is read.
- \* Identify key facts in a text or events in a story.
- \* Group words into sets of related lexical items.

**Written Communication Objectives:**

- \* Write upper and lower case letters and numbers in manuscript and in cursive style.
- \* Use capital letters to begin sentences and to write proper nouns.
- \* Identify words that contain particular sounds in a given passage.
- \* Write simple and complex sentences.

**Thinking skills Objectives:**

- \* Relate language experiences to life experiences.
- \* Request assistance and clarification from peers, adults, and parents.

**Study Skills Objectives:**

- \* Adhere to rules and instructions.
- \* Recognize parts of text.

**Cultural Awareness Objectives:**

- \* Reproduce common culturally determined formulaic utterances.
- \* Match common national objects and artifacts to corresponding countries.

## THEMATIC UNITS FOR GRADE I

### I. ALL ABOUT ME

- a. My body
- b. My friends
- c. My likes and dislikes
- d. My hobbies
- e. My daily habits
- f. My duties and responsibilities
- g. My favorite food, color, TV program, etc.
- h. My growth (physical, social, emotional)

### II. MY FAMILY

- a. Family members/relatives/friends
- b. Family life
- c. Daily habits
- d. Household items

### III. MY SCHOOL

- a. In the classroom
- b. In the playground
- c. Helpers

### IV. IN THE COUNTRY

- a. Farms
- b. Rivers
- c. Trees/flowers
- d. Mountains

### V. THE SEASONS

- a. Clothes for all seasons
- b. The weather
- c. Seasonal sports
- d. Changes in nature

## GRADE TWO

By the end of Grade II, students are expected to be able to do the following:

### Listening Objectives:

- \* Identify characters, feelings, and actions in a story.
- \* Answer simple factual questions based on what is heard.
- \* Take down messages based on what is heard.

### Oral Communication Objectives:

- \* Tell and/or retell a story.
- \* Express mood, feelings, likes and dislikes etc.
- \* Introduce self and others.
- \* Report to class about experiences and TV programs.

### Reading Objectives:

- \* Record information in graphic entries.
- \* Explain characters' feelings and motives.
- \* Underline common homophones, homographs, compound words, etc.

### Written Communication Objectives:

- \* Leave the right amount of space between letters and words.
- \* Spell out and write down words that have long and short vowel sounds.
- \* Join sentences with appropriate connectors.
- \* Organize scrambled words in meaningful sentences.

### Thinking Skills Objectives:

- \* Compare and contrast two objects, ideas, actions etc.
- \* Give and receive appropriate feedback.

### Study Skills objectives

- \* Organize study materials and study time.
- \* Identify and use parts of text.

### Cultural Awareness Objectives:

- \* Set up classroom display centers which feature dolls, stamps, currency etc. representing target culture.
- \* Perform songs, jigs, and dances which typify the target culture.

## THEMATIC UNITS FOR GRADE II

### I. MY CITY

- a. My house
- b. My neighborhood
- c. At the airport
- d. At the port
- e. At the market

### II. COMMUNITY HELPERS

- a. Teachers
- b. Nurses
- c. Policemen
- d. Fire fighters
- e. Doctors
- f. Municipality workers

### III. ANIMALS AND INSECTS

- a. Wild animals
- b. Zoo animals
- c. Pets
- d. Harmful and harmless insects
- e. Mythical animals
- f. Dinosaurs
- g. Habitats
- h. Habits

### IV. MY COUNTRY

- a. Food
- b. Traditions
- c. Tourist Sites
- d. City and mountains
- e. Famous Lebanese people
- f. Transportation
- g. Religion
- h. Ancient civilizations
- i. Agriculture
- j. Industry
- k. Folk tales
- l. Lebanon: Then and Now

### V. ENTERTAINMENT

- a. Television
- b. Circus
- c. Cinema
- d. Puppet Shows
- e. Plays
- f. Parties

## GRADE THREE

By the end of Grade III, students are expected to be able to do the following:

### Listening Objectives:

- \* Paraphrase events in a story.
- \* State similarities and differences among characters, feelings, and actions in a story.
- \* Answer basic information questions about what is heard.

### Oral Communication Objectives:

- \* Receive and relay messages.
- \* Give instructions to perform simple tasks.
- \* Express empathy with others.

### Reading Objectives:

- \* Sequence events in a logical order.
- \* Distinguish between different characters, motives, literary genres, plots, etc.
- \* Provide synonyms, antonyms, and simple definitions of underlined words in a text.
- \* Answer basic information questions about the contents of the text.

### Written Communication Objectives:

- \* Record data on a chart/graph or graphic organizer.
- \* Use punctuation marks appropriately.
- \* Correct own spelling mistakes.
- \* Unscramble a text and organize ideas in a logical sequence.
- \* Write a simple story using own words.

### Thinking Skills Objectives:

- \* Classify and organize information logically.
- \* Use techniques to reduce anxiety.

### Study Skills Objectives:

- \* Write legibly for future reference.
- \* Use key pages for easy reference.

### Cultural Awareness Objectives:

- \* Use realia to compare and contrast the Lebanese and the target cultures.
- \* Compare and contrast the daily activities of children across cultures.

## THEMATIC UNITS FOR GRADE III

### I. THE ENVIRONMENT

- a. Urban life
- b. Suburban life
- c. Rural life
- d. Keeping the environment clean
- e. Conservation
- f. Recycling
- g. Pollution
- h. Endangered species
- i. Pollution
- j. Ozone layer
- k. Tropical Rain Forest

### II. HEALTH AND HYGIENE

- a. Cleanliness
- b. Health habits
- c. Nutrition
- d. Oral Hygiene

### III. CHILDREN'S RIGHTS

### VI. HOLIDAYS AND FEASTS

- a. New Year's Eve
- b. Christmas
- c. Adha
- d. Eid El-Fitr
- e. Easter

### XIV. WORLD OF MYSTERIES AND ADVENTURES

- a. Oceans
- b. Space
- c. Science fiction
- d. Jungles, Deserts
- e. Desert Islands

### XV. THE ARTS

- a. Dancing
- b. Singing
- c. Playing musical instruments
- d. Painting
- e. Handicrafts
- f. Pottery

## CYCLE II ( ELEMENTARY ) CURRICULAR OBJECTIVES

### LISTENING OBJECTIVES

1. Comprehend explicit information in spoken discourse ( actions, ideas, reactions,etc.)
2. Comprehend, interpret, appreciate and enjoy spoken discourse.

### ORAL COMMUNICATION OBJECTIVES

1. Convey ideas and express feelings, interests and attitudes.
2. Exchange opinions and interpretations.
3. Demonstrate verbal participatory skills in oral discussions, presentations and social situations.

### READING OBJECTIVES

1. Comprehend, interpret, appreciate and enjoy written discourse.
2. Expand linguistic analysis skills to get meaning.
3. Comprehend varied printed materials (prose and non-prose)

### WRITTEN COMMUNICATION OBJECTIVES

1. Participate in guided and free writing activities.

2. Develop competence in composing.
3. Produce creative and academic writing.
4. Review one's and others' writing.

### THINKING SKILLS OBJECTIVES

1. Develop logical thinking strategies.
2. Transfer knowledge and acquired skills from one situation to another.

### STUDY SKILLS OBJECTIVES

1. Develop strategies to improve study and learning habits.
2. Develop test-taking skills.

### CULTURAL AWARENESS OBJECTIVES

1. Demonstrate understanding of the target culture.
2. Develop appreciation of aspects of the target culture.

## CYCLE II (ELEMENTARY) GRADE OBJECTIVES

### GRADE FOUR

By the end of Grade IV, students are expected to be able to do the following:

**Listening Objectives:**

- \* Arrange oral information in a sequence.
- \* Comment on the actions, utterances, or feelings of characters.
- \* List discourse markers present in spoken discourse.

**Oral Communication Objectives:**

- \* Describe persons, things, places, events, processes etc.
- \* Solicit and impart information related to self.
- \* Use expanded courtesy and formulaic expressions correctly.

**Reading Objectives:**

- \* Generate and discuss various types of literal questions.
- \* Relate information to personal experience and other content areas.
- \* Determine the mood, setting, characters, plot, etc. of a story.
- \* Use context clues to get meaning.

**Written Communication Objectives:**

- \* Complete forms and applications.
- \* Design invitation cards, postcards, posters, etc.
- \* Write summaries of materials read.
- \* Write descriptions of objects, pictures, events, etc.

**Thinking Skills Objectives:**

- \* Classify, categorize, and compare information.
- \* Synthesize information gained from a variety of sources.

**Study Skills Objectives:**

- \* Use effective note-taking techniques.
- \* Take mock exams with peers.
- \* Become familiar with different sections of the library.

**Cultural Awareness Objectives:**

- \* Generate/answer questions related to the target culture.
- \* Compare expressions of politeness and forms of address across cultures.

## THEMATIC UNITS FOR GRADE IV

**I. LEISURE TIME ACTIVITIES , GAMES, AND PLAYS**

- a. Indoor games around the world
- b. Outdoor games around the world, etc.

**II. FOODS**

- a. Recipes and habits of eating around the world
- b. Poor eating habits

**III. ANIMALS**

- a. Sea animals
- b. Land animals
- c. Domestic animals

**IV. BEYOND MY WORLD**

- a. Space, planets, etc.
- b. Spaceships, astronauts, etc.

## GRADE FIVE

**By the end of Grade V, students are expected to be able to do the following:**

### **Listening Objectives:**

- \* Take note of specific information based on what is heard.
- \* Identify mood, setting, character, and purpose based on what is heard.
- \* Classify vocabulary into semantic and/or grammatical categories.

### **Oral Communication Objectives:**

- \* Discuss topics of interest or subjects under study.
- \* Discuss interests and preferences.
- \* Give constructive feedback.

### **Reading Objectives:**

- \* Complete cloze exercises based on what is read.
- \* Differentiate between cause and effect, fiction and non-fiction, fact and opinion etc.
- \* Identify and explain the functions of organizational elements of text (key terms, transitionals, semantic bridges, etc.).
- \* Recognize and suggest synonyms, antonyms, homonyms etc.

### **Written Communication Objectives:**

- \* Write announcements, directions, notes, letters etc.
- \* Write reports and book reviews.
- \* Arrange scrambled complex sentences/paragraphs in correct order.

### **Thinking Skills Objectives:**

- \* Organize information into logical sequence.
- \* Make appropriate generalizations and predictions.
- \* Draw on knowledge of first language for concept and skill reinforcement.

### **Study Skills Objectives:**

- \* Select and narrow a topic for further study.
- \* Become familiar with test formats and types.
- \* Locate a variety of library sources and materials.

### **Cultural Awareness Objectives:**

- \* Participate in class performances, projects, and exhibitions related to aspects of the target culture.
- \* Compare social conventions across cultures.

## THEMATIC UNITS FOR GRADE V

### I. NATIONAL AWARENESS

- a. National holidays/independence day, etc.
- b. Civil responsibilities: respect for law and order, etc.

### II. JOURNALISM

- a. Newspaper, magazine, etc.
- b. Newscasts, forecasts
- c. Reporters, graphic designers, editors, etc.

### III. ART, THEATER, MUSIC AND DANCE

- a. International and national
- b. Appreciation of art, music and dance

### IV. CITY LIFE AND VILLAGE LIFE

- a. Different life styles
- b. Different attitudes

## GRADE SIX

By the end of Grade VI, students are expected to be able to do the following:

### Listening Objectives:

- \* Identify the main points in a lecture.
- \* Identify style, metaphors and/or similes based on what is heard.
- \* Recall/take note of key terms, specific words, expressions, and structures.
- \* Infer ideas, attitudes, and intentions.

### Oral Communication Objectives:

- \* Report on books, assignments, group projects etc.
- \* Describe reactions to current events and school activities.
- \* show interest and participate in the conversations of others.

### Reading Objectives:

- \* Scan text to locate specific information.
- \* Infer ideas, outcomes, attitudes, intentions etc.
- \* React to literature through art craft and dramatization.
- \* Identify and explain common analogies and proverbs

### Written Communication Objectives:

- \* Prepare interviews , questionnaires, and itineraries.
- \* Compose coherent paragraphs in various rhetorical modes.
- \* Complete unfinished texts for specific audience.

### Thinking Skills Objectives:

- \* Analyze and synthesize information.
- \* Compare first and second language rhetorical patterns.

### Study Skills Objectives:

- \* Follow appropriate research strategies.
- \* Design appropriate study plans.
- \* Use library materials and computer resources.

### Cultural Awareness Objectives:

- \* Identify evidence of target culture influence on Lebanese society.
- \* Recognize stereotypes and preconceived ideas.

## THEMATIC UNITS FOR GRADE VI

### I. SPORTS

- a. World cup, Olympics and Championships
- b. Kinds of sports, etc.

### II. THE ENVIRONMENT

- a. Pollution
- b. Endangered planet
- c. Importance of parks and nature reserves
- d. Recycling

### III. TECHNOLOGY

- a. Computers and Calculators
- b. Radio, TV, and telephones

### IV. MEETING CHALLENGES

- Dealing with failure, conflict, disabilities, natural disasters

## INTERMEDIATE LEVEL CURRICULAR OBJECTIVES

### **Listening Objectives:**

1. Demonstrate understanding of increasingly complex and varied audio input.
2. Recognize and discriminate aspects of spoken discourse.
3. Demonstrate critical understanding of spoken discourse.

### **Oral communication Objectives:**

1. Seek and provide information on academic topics..
2. Communicate and justify intellectual, emotional, and moral issues and positions.
3. Initiate, sustain, and conclude a variety of social and professional conversation acts.

### **Reading Objectives:**

1. Comprehend written discourse using text-related clues.
2. Demonstrate critical understanding of a text.
3. Develop basic comprehension of appropriate literature.

### **Written Communication Objectives:**

1. Develop and enhance writing skills through semi-guided and free activities.

2. Produce expressive, transactional, and creative writing.
3. Produce academic writing tasks.

### **Thinking Skills Objectives:**

1. Develop strategies for problem-solving, decision-making, and conceptualizing.
2. Develop critical thinking skills.
3. Transfer information from one context to another.

### **Study Skills Objectives:**

1. Develop research skills.
2. Develop test-taking skills.
3. Utilize library resources efficiently.
4. Develop self-assessment skills.

### **Cultural Awareness Objectives:**

1. Work with authentic materials to become familiar with the target culture.
2. Develop appreciation of the unique features of the target culture.
3. Understand culturally significant expressions.

## INTERMEDIATE CYCLE GRADE OBJECTIVES

### GRADE SEVEN

By the end of Grade VII, students are expected to be able to do the following:

#### LISTENING OBJECTIVES

- \* Answer factual and inferential questions based on what is heard.
- \* Relate intonation patterns to corresponding emotions and traits.
- \* Identify types of authentic oral discourse.

#### ORAL COMMUNICATION OBJECTIVES

- \* Give oral reports on facts, incidents, and experiences.
- \* Give and rationalize solutions.
- \* Talk about preferences and personal views.

#### READING OBJECTIVES

- \* Identify context clues to decode unfamiliar lexis.
- \* Summarize information in written discourse.
- \* Supply suitable titles for written discourse.
- \* Identify main idea and supporting details in text.

#### WRITTEN COMMUNICATION OBJECTIVES

- \* Create appropriate topic and concluding sentences.
- \* Explore and conceptualize topics.
- \* Write essays related to academic subjects.

#### THINKING SKILLS OBJECTIVES

- \* Identify problems presented in text.
- \* Examine the flow of ideas/logic of arguments.

#### STUDY SKILLS OBJECTIVES

- \* Select and narrow a topic for further study.
- \* Become familiar with different sections of a library.

#### CULTURAL AWARENESS OBJECTIVES

- \* Note down differences in non-verbal social behavior across cultures.
- \* Identify and discuss popular cultural themes.

## THEMATIC UNITS FOR GRADE VII

1. The Community
2. Animals and their Habitats
3. The Environment
4. Famous Scientists
5. Poverty
6. Travel and Tourism
7. Entertainment
8. Preserving Wild Life
9. Forests and Oceans
10. Endangered Species
11. The Future
12. Great Explorers
13. Expressing Feelings: fear, anger, stress, worries, concern, etc.

## GRADE EIGHT

By the end of Grade VIII, students are expected to be able to do the following:

### Listening Objectives:

- \* Draw inferences and conclusion not presented overtly in spoken discourse.
- \* Discuss what is heard in pairs or in groups.
- \* Propose and justify an alternative plan, point of view, course of action, and/or solution presented by speaker.

### Oral Communication Objectives:

- \* Narrate and describe in detail.
- \* Express feelings of concern, sympathy, aspirations, and support.
- \* Compare two or more objects, characters, processes, etc.
- \* Report the results of an experiment.

### Reading Objectives:

- \* Use semantic and syntactic cues to infer meaning.
- \* Read poems aloud with proper rhythm and intonation.
- \* Make appropriate inferences about characters, themes, settings, etc

### Written Communication Objectives:

- \* Write stories, poems, songs etc.
- \* Draft and revise written products.
- \* Write essays on topics related to content area s.

### Thinking Skills Objectives:

- \* Formulate clarification questions.
- \* Arrive at appropriate conclusions.

### Study Skills Objectives:

- \* Use effective note-taking techniques.
- \* Locate a variety of library sources and materials.

### Cultural Awareness Objectives:

- \* Record and analyze relevant information about the target culture.
- \* Discuss and analyze the influence of the English culture on the Lebanese culture.

## THEMATIC UNITS FOR GRADE VIII

1. Exploration
2. Scientific Discoveries
3. Sources of Energy
4. Recreation
5. Preserving Water
6. Birth
7. Adolescence
8. Pollution
9. World Events and Issues
10. Natural Phenomena
11. Industry
12. Agriculture
13. Space

## GRADE NINE

By the end of Grade IX, students are expected to be able to do the following:

**Listening Objectives:**

- \* Elaborate on what is heard by relating it to previous knowledge.
- \* Provide plausible interpretations for feelings and actions in spoken discourse.
- \* Recognize and determine the function of style shifting in oral discourse.

**Oral Communication Objectives:**

- \* Conduct interviews.
- \* Debate issues under consideration.
- \* Participate fully and effectively in casual conversations.

**Reading Objectives:**

- \* Design a poster, jacket, advertisement, and/or flier about specific literary works.
- \* Identify context and rhetorical mood of written discourse.
- \* Identify intention, attitude, and bias of authors.
- \* Demonstrate ability to vary reading strategies.

**Written Communication Objectives:**

- \* Write reports, research papers, summaries, etc.
- \* Share written works with the school community.
- \* Produce essays using appropriate language, style, and organization.

**Thinking Skills Objectives:**

- \* Organize information taken from various sources.
- \* Detect bias in arguments.

**Study Skills Objectives:**

- \* Design an effective study plan.
- \* Use computer resources to retrieve and manage information.
- \* Produce appropriate research design for topics in science subjects.

**Cultural Awareness Objectives:**

- \* Work with authentic materials to become familiar with the target culture.
- \* Develop positive attitude toward unfamiliar traditions in the target culture.
- \* Understand culturally significant expressions

## THEMATIC UNITS FOR GRADE IX

1. Astronomy
2. Trash and Recycling
3. Global Warning
4. Old Age
5. Death
6. The Generation Gap
7. Trade
8. Disasters
9. Mysteries
10. The Supernatural
11. Building Self Confidence
12. Valuing The Planet Earth
13. Tolerance

# SECONDARY EDUCATION

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## SECONDARY CYCLE CURRICULAR OBJECTIVES

### **LISTENING OBJECTIVES**

1. Demonstrate critical understanding of the content of various modes of spoken discourse.
2. Demonstrate ability to analyze linguistic and para-linguistic features of extended spoken discourse.
3. Demonstrate awareness of the organizational structure of spoken discourse.

### **ORAL COMMUNICATION OBJECTIVES**

1. Demonstrate knowledge of the systematics/cannons of spoken discourse.
2. Show command of different types of oral presentations.
3. Demonstrate ability to use appropriate style and organization.

### **READING OBJECTIVES**

1. Demonstrate ability to comprehend a variety of specialized texts.
2. Show awareness of stylistic techniques and variations.
3. Demonstrate ability to identify and analyze the organizational features of a text.

### **WRITTEN COMMUNICATION OBJECTIVES**

1. Demonstrate ability to use language effectively.

2. Demonstrate command of advanced writing techniques and strategies.
3. Demonstrate advanced ability in academic writing in different subject-matter areas.

### **THINKING SKILLS OBJECTIVES**

1. Demonstrate ability to use different modes of logical reasoning.
2. Evaluate a variety of texts from different subject-matter areas.
3. Demonstrate ability to argue and to persuade.

### **STUDY SKILLS OBJECTIVES**

1. Show ability to synthesize information from different sources.
2. Enhance test-taking strategies.
3. Apply proper research techniques in gathering data.

### **CULTURAL AWARENESS OBJECTIVES**

1. Demonstrate understanding of cultural attitudes and situations.
2. Analyze cultural basis for judgment and evaluation.
3. Synthesize universal themes from specific cultural items.

## SECONDARY CYCLE GRADE OBJECTIVES

### FIRST SECONDARY

**By the end of the First Secondary, students are expected to be able to do the following :**

**Listening Objectives:**

- \* Demonstrate understanding of spoken discourse.
- \* Demonstrate critical understanding of a variety of spoken discourse.
- \* Demonstrate awareness of the linguistic and organizational features of Spoken discourse.

**Oral Communication Objectives:**

- \* Produce oral presentations on a variety of topics.
- \* Use different speech strategies for different situations.
- \* Participate actively in the development of an argument.
- \* Demonstrate awareness of rules of spoken discourse.

**Reading Objectives:**

- \* Demonstrate factual understanding of a variety of textual discourse.
- \* Demonstrate critical understanding of a variety of textual discourse.
- \* Demonstrate ability to use reading strategies.
- \* Demonstrate awareness of linguistic and organizational features of text.

**Written Communication Objectives:**

- \* Produce a wide variety of essay forms showing advanced competence in using discourse modes.
- \* Produce specific written forms.
- \* Demonstrate ability to produce the appropriate linguistic, stylistic, and organizational components of an essay.
- \* Develop appropriate composing strategies.

**Thinking Skills Objectives:**

- \* Evaluate information derived from a variety of material.
- \* Assess logical relationships.
- \* Demonstrate awareness of the inter-relatedness of fields of study.

**Study Skills Objectives:**

- \* Develop research skills.
- \* Develop test-taking techniques.
- \* Utilize library resources and holdings.

**Cultural Awareness Objectives:**

- \* Understand cultural references.
- \* React to cultural issues and themes dealt with in text.
- \* Enhance positive attitudes towards target culture.

## THEMATIC UNITS FOR THE FIRST SECONDARY

- |                                     |   |   |  |
|-------------------------------------|---|---|--|
| - <b>Current Issues</b>             | - Drug abuse  | - <b>Democracy</b>                          | - As related to other types of government            |
| - <b>The Ecological Environment</b> | - Water, soil, air, and noise pollution<br>- Forestry<br>- Flowers and herbs<br>- Natural reserves<br>- Wildlife                          | - <b>Human Rights</b>                       | - As specified by the Human Rights Charter of 1948   |
| - <b>The Media</b>                  | - Types<br>- Roles  | - <b>The World</b>                          | - World organizations                                |
| - <b>Arts and Crafts</b>            | - Performing arts: music, dance, singing, theater cinema<br>- Plastic arts: sculpture, painting, drawing<br>- Handicrafts<br>- Literature | - <b>Natural Phenomenon</b>                 | - Disasters and wonders                              |
| - <b>The Family</b>                 | - Types of family   | - <b>Hygiene and Nutrition</b>              | - Preventive dental care<br>- First aid              |
| - <b>Technology</b>                 | - Man in space<br>- Recent discoveries  | - <b>The Supernatural</b>                   | - Superstitions, myths, and mysteries<br>- Phenomena |
| <b>The Teenager</b>                 | - Problems, relationships and expectations  | - <b>Ancient Civilizations</b>              | - Legends<br>- Customs, traditions, and beliefs      |
| - <b>Sports</b>                     | - Contests and championships  | - <b>Travel and Tourism</b>                 |  |
| - <b>The Workplace</b>              | - Work ethics   | - <b>Religions and Beliefs of the World</b> |  |
|                                     |   | - <b>Human Values</b>                       |  |
|                                     |   | - <b>Women's Issues</b>                     |  |

## SECOND SECONDARY

### HUMANITIES AND SOCIAL SCIENCES

**By the end of the Second Secondary, students in the Humanities and Social Sciences Sections are expected to be able to do the following :**

**Listening Objectives:**

- \* Demonstrate awareness of different modes of spoken discourse.
- \* Explain the discourse functions of the linguistic and organizational features of spoken discourse.
- \* Show understanding of the content of spoken discourse.
- \* Respond constructively to peer presentations.

**Oral Communication Objectives:**

- \* Discuss others' opinions critically.
- \* Give different types of oral presentations.
- \* Vary the use of style and jargon according to situation.

**Reading Objectives:**

- \* Demonstrate understanding of a variety of texts.
- \* Demonstrate awareness of rhetorical devices used in the text.
- \* Demonstrate awareness of special linguistic features of literary texts.
- \* Improve reading rate for specific purposes.

**Written Communication Objectives:**

- \* Demonstrate command of personal writing skills.
- \* Demonstrate command of social writing.

- \* Demonstrate command of academic writing.
- \* Demonstrate ability to use language effectively.
- \* Demonstrate command of aspects of creative writing.
- \* Use advanced writing techniques.

**Thinking Skills Objectives:**

- \* Evaluate reference material for appropriateness, accuracy and validity.
- \* Recognize inductive and deductive reasoning.
- \* Approach learning tasks in a logical manner.
- \* Identify logical fallacies.
- \* Respond critically to an argument.

**Study Skills Objectives:**

- \* Demonstrate ability to synthesize and critique information taken from different sources.
- \* Demonstrate ability to apply research techniques.
- \* Develop test-taking strategies.
- \* Develop a sense of time management.

**Cultural Awareness Objectives:**

- \* Demonstrate understanding of cultural stereotypes and attitudes.
- \* Analyze cultural basis for bias and evaluation in the text.
- \* Draw universal themes by comparing specific behaviors and attitudes in native and target cultures.

## THEMATIC UNITS FOR THE SECOND SECONDARY

### HUMANITIES & SOCIAL SCIENCES

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>- <b>Literature</b></li> </ul> | <ul style="list-style-type: none"> <li>Literary achievements</li> <li>Nobel and Pulitzer prizes Awards</li> <li>Poet laureates</li> <li>Museums and Cultural Centers</li> <li>Folklore and superstitions</li> <li>Famous Speeches</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Fine Arts</b></li> </ul>          | <ul style="list-style-type: none"> <li>Family issues</li> <li>Family relations, duties and rights</li> <li>Women's issues</li> <li>Painting, sculpture and handicraft</li> <li>Famous artists and painters</li> </ul> |
| <ul style="list-style-type: none"> <li>- <b>History</b></li> </ul>    | <ul style="list-style-type: none"> <li>Wars and revolutions</li> <li>Historical Figures</li> <li>Archeological sites and excavations</li> </ul>  | <ul style="list-style-type: none"> <li>- <b>Music</b></li> </ul>              | <ul style="list-style-type: none"> <li>Musical composers, works and performances</li> </ul>   |
| <ul style="list-style-type: none"> <li>- <b>Psychology</b></li> </ul> | <ul style="list-style-type: none"> <li>Youth problems and expectations</li> <li>Family issues</li> </ul>   | <ul style="list-style-type: none"> <li>- <b>Media</b></li> </ul>              | <ul style="list-style-type: none"> <li>Cinema, theater, radio, television, theater</li> <li>the press</li> </ul>  |
| <ul style="list-style-type: none"> <li>- <b>Philosophy</b></li> </ul> | <ul style="list-style-type: none"> <li>Major philosophers and concepts</li> </ul>  | <ul style="list-style-type: none"> <li>- <b>Political Sciences</b></li> </ul> | <ul style="list-style-type: none"> <li>Patriotism</li> <li>Democracy</li> <li>Political Systems</li> </ul>  |
| <ul style="list-style-type: none"> <li>- <b>Sociology</b></li> </ul>  | <ul style="list-style-type: none"> <li>Cultural interaction</li> </ul>   | <ul style="list-style-type: none"> <li>- <b>Geography</b></li> </ul>          | <ul style="list-style-type: none"> <li>Travel, explorations, and expeditions</li> <li>Immigration</li> </ul>  |

## SECOND SECONDARY

### SCIENCES

By the end of the Second Secondary, students in the Sciences Section are expected to be able to do the following :

**Listening Objectives:**

- \* Understand main idea and specific details in spoken scientific discourse.
- \* Demonstrate basic comprehension of scientific discourse.
- \* Interpret what is heard.

**Oral Communications Objectives:**

- \* Understand and produce discourse using basic notions of science.
- \* Make oral presentations on a variety of scientific topics.
- \* Use different speech strategies for different situations.
- \* Communicate for various purposes and with various audiences.

**Reading Objectives:**

- \* Understand information given through language discourse pertaining to scientific and professional material.
- \* Derive information from texts.
- \* Read specialized texts efficiently.
- \* Develop text-based strategies for gaining meaning.

**Written Communication Objectives:**

- \* Produce specific written forms.
- \* Understand and produce discourse using basic notions of science.
- \* Tabulate scientific information.
- \* Demonstrate ability to write effectively.
- \* Utilize proper vocabulary and grammar.

**Thinking Skills Objectives:**

- \* Evaluate information given through scientific conventions.
- \* Transfer information.
- \* Apply problem-solving strategies.

**Study Skills Objectives:**

- \* Follow scholarly lectures.
- \* Develop test-taking techniques.
- \* Do research work.

**Cultural Awareness Objectives:**

- \* Understand cultural references in scientifically oriented discourse.

## THEMATIC UNITS FOR THE SECOND SECONDARY

### SCIENCES

- Current Issues
- The Ecological Environment
- The Family
- Technology
- The Teenager
- Democracy
- Human Rights
- Natural Phenomena
- Hygiene and Nutrition
- Human Values

## THIRD SECONDARY

### LITERATURE & HUMANITIES

**By the end of the Third Secondary, students in the Literature & Humanities Section are expected to be able to do the following :**

**Listening Objectives:**

- \* Analyze the linguistic features of extended spoken discourse.
- \* Demonstrate awareness of the organization of extended spoken discourse.
- \* Demonstrate basic understanding of different spoken discourses.
- \* Demonstrate critical understanding of spoken discourse.

**Oral Communication Objectives:**

- \* Give oral presentations of varying lengths.
- \* Demonstrate the use of appropriate oral presentation in any given situation.
- \* Observe the systematics of conversational exchanges.
- \* Contribute constructively to the development of the argument at hand.
- \* Demonstrate awareness of the structural elements of literary genres.
- \* React critically to the content of works under study.

**Reading Objectives:**

- \* Demonstrate ability to analyze linguistic features of the text.
- \* Demonstrate critical understanding of the content of text.
- \* Demonstrate ability to analyze the organization of the text.
- \* Demonstrate awareness of the effect of word choice on message.

**Study Skills Objectives:**

- \* Draw information for a topic from different subject matter areas.
- \* Demonstrate the ability to present information in an attractive manner.
- \* Prepare presentations effectively.
- \* Show ability to write critical academic research papers.
- \* Enhance test-taking strategies.

**Written Communication Objectives:**

- \* Demonstrate ability to write communicatively.
- \* React critically to what is read.
- \* Demonstrate command of extended writing.
- \* Enhance creative writing skills.

**Thinking Skills Objectives:**

- \* Evaluate a variety of texts from different subject matter areas.
- \* Apply inductive and deductive reasoning.
- \* Respond critically to an argument.
- \* Demonstrate ability to persuade.

**Cultural Awareness Objectives:**

- \* Demonstrate awareness of how language may be used to convey attitudes towards others.
- \* Relate characters and ideas to social, political, religious, and literary backgrounds of the text.

## THEMATIC UNITS FOR THE THIRD SECONDARY

### LITERATURE & HUMANITIES

<b>- Literature and Fine Arts</b>	Rare books and manuscripts Myths, legends, and fairy tales Science fiction The Publishing industry Major authors and works Literature and the visual arts Natural landscapes, wilderness Famous speeches Women , literature, and the arts	<b>- Philosophy</b>	Human values related to moral and ethical standards Major philosophers and concepts
<b>- Psychology</b>	Dreams Love and marriage The individual and society Family relations	<b>- Sociology</b>	Careers and vocations International organizations Discrimination Cultural interaction City and country life Immigration Women's issues
		<b>- History</b>	Peace treaties Ancient Civilizations Famous trials and debates History and literature

## THIRD SECONDARY

### LIFE SCIENCES

By the end of the Third Secondary, students in the Life Sciences Section are expected to be able to do the following :

**Listening Objectives:**

- \* Understand specific details and information from various scientific sources.
- \* Sustain comprehension of extended scientific discourse.
- \* Demonstrate awareness of the special language used in scientific discourse.

**Oral Communication Objectives:**

- \* Understand and produce discourse using more advanced notions of natural science.
- \* Produce oral presentations on a variety of scientific topics.
- \* Use different speech strategies for different situations.
- \* Converse effectively.

**Reading Objectives:**

- \* Read information given through language discourse pertaining to scientific and professional material.
- \* Derive information from non-textual sources.
- \* Read specialized texts efficiently.
- \* Demonstrate ability to interpret texts.

**Written Communication Objectives:**

- \* Produce lengthy essays on academic topics.
- \* Produce written discourse using extended notions of life science.
- \* Observe the rules of good writing.
- \* Utilize a wide range of vocabulary and grammar.

**Thinking Skills Objectives:**

- \* Evaluate information given through extended scientific discourse.
- \* Transfer knowledge from one situation to another.
- \* Engage in problem-solving tasks.

**Study Skills Objectives:**

- \* Follow scholarly lectures.
- \* Develop test-taking strategies.
- \* Do research work.

**Cultural Awareness Objectives:**

- \* Comment on cultural references in scientifically-oriented discourse.

# THEMATIC UNITS FOR THE THIRD SECONDARY

## LIFE SCIENCES

### 1. Current Issues

Health concerns for today (related to the environment, the human body, genetics, etc.)  
Careers in the health sciences  
(anesthesiology, cardiology, dermatology, hematology, immunology, radiology, etc.)

### 2. The Ecological Environment

Water ecosystems  
Animal behavior  
The world of insects  
Solid and hazardous wastes

### 3. Technology

The greenhouse effect  
Visualization of body parts (x-rays, fluoroscopy, thermograph, scanning, etc.)  
Living and working in outer space  
Information processing  
Ocean life / ocean floor drilling  
Scientific instruments

### 4. The Teenager

Problems, relationships and expectations

### 5. Democracy

As related to other types of government

### 6. Human Rights

As specified by the Human Rights Charter of 1948

### 7. Natural Phenomena

Mutation  
Evolution  
Microscopic organisms  
The earth through time and space  
Perception of sensation

### 8. Hygiene and Nutrition

The human body

### 9. Human Values

Courage, honesty, brotherhood, fair play, charity, morality, etc.

## THIRD SECONDARY

### GENERAL SCIENCES

By the end of the Third Secondary, students in the General Sciences Section are expected to be able to do the following :

**Listening Objectives:**

- \* Understand specific details and information from various scientific sources.
- \* Sustain comprehension in extended scientific discourse.
- \* Demonstrate awareness of the special language used in scientific discourse.

**Oral Communication Objectives:**

- \* Understand and produce discourse using more advanced notions of science.
- \* Produce oral presentations on a variety of scientific topics.
- \* Use different speech strategies for different situations.
- \* Converse effectively.

**Reading Objectives:**

- \* Read information given through language discourse pertaining to scientific and professional material.
- \* Derive information from non-textual sources.
- \* Read specialized texts efficiently.
- \* Demonstrate ability to interpret texts.

**Written Communication Objectives:**

- \* Produce relatively long essays on scientific topics.
- \* Produce written discourse using extended notions of science.
- \* Observe the rules of good writing.
- \* Utilize a wide range of vocabulary and grammar.

**Thinking Skills Objectives:**

- \* Evaluate information given through extended scientific discourse.
- \* Transfer knowledge from one situation to another.
- \* Engage in problem-solving tasks.

**Study Skills Objectives:**

- \* Follow scholarly lectures.
- \* Develop test-taking techniques.
- \* Do research work.

**Cultural Awareness Objectives:**

- \* Comment on cultural references in scientifically-oriented discourse.

# THEMATIC UNITS FOR THE THIRD SECONDARY

## GENERAL SCIENCES

### 1. Current Issues

Careers in the general sciences  
(cartographer, gem cutter, geologist,  
paleontologist, speleologist, volcanologist,  
glaciologist, meteorologist, climatologist, etc.)  
Wind erosion and deposition  
Galaxies - The Milky Way

### 2. The Ecological Environment

Interaction within the environment  
Acid rain  
Renewable energy resources  
Inferring from fossils  
Rock formation  
Oil drilling  
Water treatment  
Solid and hazardous wastes

### 3. Technology

Prosecuting from the sky  
Radioactive dating  
Weather forecasting  
Plate tectonics

The continental drift  
Scientific instruments and tools

### 4. The Teenager

Problems, relationships and expectations

### 5. Democracy

As related to other types of government

### 6. Human Rights

As specified by the Human Rights Charter  
of 1948

### 7. Natural Phenomena

Photosynthesis  
Light energy  
Earthquakes, volcanoes, tornadoes, storms,  
avalanches, tsunamis, etc.  
Prehistoric life

### 8. Human Values and Concerns

Courage, honesty, brotherhood, fair play,  
charity, mortality, etc.

## THIRD SECONDARY

### SOCIOLOGY & ECONOMICS

**By the end of the Third Secondary, students in the Sociology and Economics Section are expected to be able to do the following :**

**Listening Objectives:**

- \* Demonstrate basic understanding of academic lectures.
- \* Demonstrate critical understanding of spoken discourse.
- \* Demonstrate awareness of linguistic and organizational structure of text.

**Oral Communication Objectives:**

- \* Demonstrate advanced oral skills in responding to oral or written input.
- \* Show advanced command of oral presentations of researched topics.
- \* Participate in problem solving activities.
- \* Demonstrate practical knowledge of the rules of spoken discourse.

**Reading Objectives:**

- \* Demonstrate understanding of specialized texts (History, Geography, Economics).
- \* Demonstrate improved reading strategies.
- \* Read and analyze texts to identify and explain organizational patterns.
- \* Demonstrate ability to cope with assigned readings in specialized publications.
- \* Identify and manipulate technical jargon.

**Written Communication Objectives:**

- \* Demonstrate advanced writing skills when responding to input.
- \* Demonstrate ability to reinterpret texts.
- \* Show advanced skills in writing well-researched papers.
- \* Demonstrate ability to write for different interactive purposes.

**Thinking Skills Objectives:**

- \* Develop awareness of interaction between fields.
- \* Demonstrate critical interpretation and appreciation of written and spoken discourse.
- \* Show the ability to evaluate different theories and strategies in fields of study.

**Study Skills Objectives:**

- \* Follow academic and professional lectures and panels.
- \* Demonstrate ability to synthesize information from different subject-matter areas.
- \* Demonstrate ability to use advanced research techniques.

**Cultural Awareness Objectives:**

- \* Demonstrate appreciation of the similarities and differences among various political and economic systems discussed in texts.
- \* Develop understanding of and commitment to global issues presented in written texts.
- \* Develop empathy/tolerance towards other cultures and systems.

## THEMATIC UNITS FOR THE THIRD SECONDARY

### SOCIOLOGY & ECONOMICS

- Current local and global issues in social sciences and economics
- Interdisciplinary issues ( Historical events and geographical changes and their influences on the economy)
- The media (promotion and information)
- Historical personages
- Historical highlights
- Archaeological sites
- Democracy
- Human rights
- Waves of emigration
- World organizations
- Post-war societies and national re-construction plans
- The ecological environment
- Pollution ( Air, water, soil, noise, visual)
- Natural phenomena, wonders, and disasters
- Urban, suburban, rural issues
- Natural resources and reserves
- The family
- Youth problems and interests
- Sports
- Gender issues
- Economic organizations and systems
- International economic relations
- Developed, developing, and under-developed countries
- Industrial revolutions and recessions
- Socio-economic issues (labor, employment, production/consumption, inflation, living standards. life expectancy, etc.)

## SCOPE AND SEQUENCE

Below, we present the development of the objectives for each language skill from one grade to another. It is clear that the same objectives and concepts are stressed at various times across the grades, but with increasing levels of complexity and sophistication as students move from

one grade to the next. The performance tasks listed for each grade under each objective cover only a sample of what could be done and, therefore, are not to be taken as the only tasks to be covered in the grade.

## SCOPE AND SEQUENCE

### LISTENING OBJECTIVES

**\* DEVELOP BASIC COMPREHENSION OF SPOKEN DISCOURSE.**

**Grade**

- 1- Respond to simple instructions through whole-body movement.
- 2- Respond to a series of oral instructions through whole-body movement.
- 3- Follow detailed instructions.
- 4- Respond to literal questions related to content.
- 5- Respond to referential questions related to content.
- 6- Generate questions on text.
- 7- Identify the main idea.
- 8- Distinguish between the main idea and supporting details.
- 9- Paraphrase the main idea.
- 10- Outline salient points.
- 11- Identify main points in a lecture (Sciences).
- 11- Relate supporting ideas to the main idea (Humanities and Social Sciences).
- 12- Formulate questions related to main ideas and supporting details (Literature and Humanities).
- 12- Summarize arguments (General Sciences).
- 12- Summarize arguments (Life Sciences).
- 12- Summarize lectures (Sociology and Economics).

**\* DEVELOP BASIC COMPREHENSION OF SPOKEN DISCOURSE.**

**Grade**

- 1- Name actions in a story.
- 2- Sequence a set of actions in a strip story.
- 3- Chart events in chronological order.

- 4- Identify the feelings of a speaker in a dialogue or short talk.
- 5- Arrange ideas into story frames or webs.
- 6- Relate characters to actions or settings.
- 7- Paraphrase events/actions in what is heard.
- 8- Dramatize a role in a dialogue.
- 9- Dramatize a situation/event described.
- 10- Identify a speaker's motive and point of view.
- 11- Decode lectures using scientific graphic conventions (Sciences).
- 11- Distinguish between different modes of presentation : lectures, discussions, graphics, etc. (Humanities and Social Sciences).
- 12- Recognize multiple points of view (Literature and Humanities).
- 12- Recognize specific details as examples of general science topics (General Sciences).
- 12- Recognize specific details as examples of natural science topics (Life Sciences).
- 12- Identify speaker's purpose, role, and tone (Sociology and Economics).

**\* DEVELOP CRITICAL COMPREHENSION OF SPOKEN DISCOURSE.**

**Grade**

- 1- Relate story content to personal experience.
- 2- Create an appropriate title for a given song, poem or conversation.
- 3- Predict content from title.
- 4- Predict content or outcomes on the basis of familiar experience.
- 5- Explain actions or feelings of a speaker.

## English Language

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- 6- Compare and contrast different descriptions of an item, event or person.
- 7- Propose an alternative to a plan presented by a speaker.
- 8- Identify the speaker's tone and attitude.
- 9- Orally criticize the main speaker's opinions and attitude.
- 10- Identify tone, mood, intonation, and register.
- 11- Relate content to previous experience (Sciences).
- 11- Relate content to prior knowledge or acquired information. (Humanities and Social Sciences).
- 12- Relate tone, stress, and intonation to the purpose of what is said (Literature and Humanities).
- 12- Identify objectivity markers in scientific discourse (General Sciences).
- 12- Identify objectivity markers in scientific discourse (Life Sciences).
- 12- Reinterpret ideas presented using researched information (Sociology and Economics).

### **\* DEMONSTRATE AWARENESS OF THE LINGUISTIC AND ORGANIZATIONAL STRUCTURE OF SPOKEN DISCOURSE.**

#### **Grade**

- 1- Identify tense (present or past) used in audio input.
- 2- Fill out missing words in sentences or short paragraphs.
- 3- Complete parts of sentences with missing phrases.
- 4- Recognize the lexical family to which a word belongs.
- 5- Infer a grammar rule from examples.
- 6- Give definitions of new words.
- 7- Fill out a close exercise which focuses on a specific component of language such as tenses.
- 8- Decide whether the register is formal or informal.
- 9- Identify non-standard structures and vocabulary.
- 10- Identify special syntactic structures.
- 11- Identify special linguistic features of scientific discourse (Sciences).
- 11- Identify style and register (Humanities and Social Sciences).

- 12- Recognize different regional variations (mainly British and American varieties) in pronunciation, syntax, and choice of vocabulary (Literature and Humanities).
- 12- Identify special linguistic structures and explain how they deviate from normal discourse (General Sciences).
- 12- Identify special linguistic structures and explain how they deviate from normal discourse (Life Sciences).
- 12- Recognize dialectal variation (mainly British and American) and foreign accents (Sociology and Economics).

### **\* DEMONSTRATE AWARENESS OF THE LINGUISTIC AND ORGANIZATIONAL STRUCTURE OF SPOKEN DISCOURSE.**

#### **Grade**

- 1- Unscramble dictated words to form meaningful sentences.
- 2- Classify a group of dictated words into semantic groups.
- 3- Construct meaningful sentences based on what is heard.
- 4- Relate transitionals and connectors to what is heard.
- 5- Relate details to main ideas.
- 6- Plot main ideas using graphic organizers.
- 7- Complete a semi-guided sentence outline.
- 8- List and summarize the main points of an argument in their own words.
- 9- Present jumbled events in chronological order.
- 10- Identify transitionals and explain their function.
- 11- Outline sequencing of ideas (Sciences).
- 11- Outline sequencing of ideas (Humanities and Social Sciences).
- 12- Identify the method of development : Classification, process, definition, etc (Literature and Humanities).
- 12- Identify the method of development : classification, process, definition, etc (General Sciences).
- 12- Identify the method of development : classification, process, definition, etc (Life Sciences).
- 12- Identify methods of development of ideas (Sociology and Economics).

## SCOPE AND SEQUENCE

### ORAL COMMUNICATION OBJECTIVES

#### \* DEMONSTRATE THE ABILITY TO COMMUNICATE INFORMATION.

##### Grade

- 1- Talk about self and the immediate environment.
- 2- Describe people, objects, and actions.
- 3- Relay messages, commands or a set of instructions.
- 4- Report a personal incident.
- 5- Recount real or imaginary events.
- 6- Compare and contrast two objects or persons.
- 7- Describe the various steps of a process.
- 8- Compare two methods of doing something.
- 9- Propose and justify plans or courses of action.
- 10- Improvise spontaneously in a given situation.
- 11- Report on assigned readings (Humanities and Social Sciences).
- 11- Report on lab experiments and field observations (Sciences).
- 12- Report findings of a researched project on different subject matter areas (Literature and Humanities).
- 12- Give presentations supported with a variety of data (Sociology and Economics).
- 12- Discuss the findings of lab experiments and field observations (General Sciences).
- 12- Give presentations supported with appropriate researched information (Life Sciences).

#### \* DEMONSTRATE VERBAL PARTICIPATORY SKILLS IN GROUP WORK.

##### Grade

- 1- Share a group story.
- 2- Collaborate in role play activities.
- 3- Discuss alternative plans of action.
- 4- Interact with peers in problem-solving activities.
- 5- Conduct interviews on assigned topics.
- 6- Give feedback on peers' oral presentations.
- 7- Discuss issues of general interest.
- 8- Summarize the salient points of a discussion.
- 9- Brainstorm the pros and cons of an issue.
- 10- Discuss and take a stand on an issue.
- 11- Point out strengths and weaknesses in an argument (Humanities and Social Sciences).
- 11- Identify and discuss flaws in an argument (Sciences).
- 12- Advance or defend a point of view on behalf of a group (Literature and Humanities).
- 12- Critique peers' presentations (Sociology and Economics).
- 12- Evaluate peers' presentations on related content areas (General Sciences).
- 12- Persuade gently and clearly (Life Sciences).

## English Language

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### \* DEMONSTRATE VERBAL PARTICIPATORY SKILLS IN GROUP WORK

#### Grade

- 1- Use first language to solve a communication problem.
- 2- Greet and take leave appropriately in a variety of settings.
- 3- Interrupt peers or adults politely.
- 4- Take turns in a discussion.
- 5- Initiate and conclude a discussion.
- 6- Maintain a conversation.
- 7- Agree and/ or disagree with peers' oral contributions.
- 8- Praise and criticize peers' contributions in the course of a discussion.
- 9- Paraphrase or clarify points.
- 10- Join in at appropriate transition points.
- 11- Act as main speaker in a debate (Humanities and Social Sciences).
- 11- Act as main speaker in a debate (Sciences).
- 12- Moderate a debate (Literature and Humanities).
- 12- Moderate a debate (Sociology and Economics).
- 12- Moderate a discussion (General Sciences).
- 12- Moderate a discussion (Life Sciences).

### \* EXPRESS AND INQUIRE ABOUT FEELINGS, INTERESTS, AND ATTITUDES.

#### Grade

- 1- State likes and dislikes.
- 2- Express and inquire about basic moods and feelings.
- 3- Give reasons for the existence of different emotional states.
- 4- Exchange personal needs in structured conversations.
- 5- Empathize with others' problems.
- 6- Express gratitude and regret.
- 7- Share personal fears and worries.
- 8- Discuss ways of coping with personal or social problems.
- 9- Create and act out dialogues which focus on different emotions.
- 10- Deliver a short speech to express appreciation or regret.
- 11- Compare and contrast attitudes towards controversial issues

(Humanities and Social Sciences).

- 11- Compare and contrast attitudes towards scientific breakthroughs (Sciences).
- 12- Relate literary works to personal experience (Literature and Humanities).
- 12- Analyze feelings about interrelated economic and environmental issues (Sociology and Economics).
- 12- Analyze feelings about controversial science-related issues (General Sciences).
- 12- Analyze feelings about controversial science-related issues (Life Sciences).

### \* DEVELOP COHERENCE AND COMPETENCE IN ORAL DISCOURSE.

#### Grade

- 1- Respond to oral cues.
- 2- Use basic courtesy and formulaic expressions.
- 3- Use learned and acquired words in new contexts.
- 4- Describe and discuss, using correct forms of verb tenses.
- 5- Produce utterances with appropriate syntax and word forms/choice.
- 6- Paraphrase a formal or informal statement or request.
- 7- Signal turning points of events in a story.
- 8- Use appropriate language to describe, support or explain.
- 9- Report on assigned topics.
- 10- Maintain audience interest in presentations.
- 11- Vary style, register, and diction according to context (Humanities and Social Sciences ).
- 11- Vary style, register, and diction according to context (Sciences).
- 12- Identify and explain bias, tone, and intent in different genres (Literature and Humanities).
- 12- React critically to the content of works under study (Sociology Economics).
- 12- React critically to the content of work under study (General Sciences).
- 12- React critically to the content of works under study (Life Sciences).

**\* DEVELOP COHERENCE AND COMPETENCE IN ORAL DISCOURSE.**

**Grade**

- 1- Repeat utterances with comprehensible pronunciation.
- 2- Pronounce intelligibly.
- 3- Vary intonation in questions and statements.
- 4- Discriminate between voiced and voiceless sounds.
- 5- Use stressed and unstressed words in utterances.
- 6- Produce strong and weak forms of words.
- 7- Recognize and generate utterances that require different stress patterns.
- 8- Use simplified forms of utterances, such as contractions, cluster simplification, and the like.
- 9- Vary tone to express meaning.
- 10- Recite poems with awareness of rhyme, rhythm, and pausing.
- 11- Dramatize scenes (Humanities and Social Sciences).
- 11- Demonstrate a procedure, using varied stress patterns, intonation and body language (Sciences).
- 12- Communicate intelligibly and comprehensibly (Literature, Sociology and Economics, General Sciences, and Life Sciences).

## SCOPE AND SEQUENCE

### READING OBJECTIVES

**\* DEVELOP BASIC COMPREHENSION OF WRITTEN DISCOURSE.**

**Grade**

- 1- Relate text to visual illustrations.
- 2- Respond to simple questions.
- 3- Generate questions.
- 4- Sequence events in chronological order.
- 5- Recount the events in a story.
- 6- Identify stated main ideas.
- 7- Relate stated supporting details to main ideas.
- 8- Summarize content.
- 9- Paraphrase content.
- 10- Outline salient points in a text.
- 11- Transcode content to graphic organizers (Humanities and Social Sciences).
- 11- Transcode content to graphic organizers (Sciences).
- 12- Explain concepts, themes, and theories in content-related texts (Literature and Humanities).
- 12- Explain arguments in texts (Sociology and Economics).
- 12- Explain arguments in texts (General Sciences).
- 12- Explain arguments in texts (Life Sciences).

**\* DEVELOP BASIC COMPREHENSION OF WRITTEN DISCOURSE.**

**Grade**

- 1- Identify characters.
- 2- Identify the setting.
- 3- Describe the physical appearance of characters/setting.
- 4- Chart events in a story.

- 5- Differentiate between fiction and non-fiction.

- 6- Relate the story to other stories and characters/events to people/events in real life.

- 7- Identify and discuss the theme.

- 8- Identify and describe the problem/solution.

- 9- Trace the development of the main character(s) in a story.

- 10- Decide where the climax/turning point occurs and explain your choice.

- 11- Distinguish between different characters, motives, and points of view (Humanities and Social Sciences).

- 11- Distinguish between relevant and irrelevant information (Sciences).

- 12- Discuss the literary elements of a given text (Literature and Humanities).

- 12- Reorganize relevant data in visual form : charts, graphs, tables, etc. (Sociology and Economics).

- 12- Reorganize relevant data in visual form : charts, graphs, tables, etc. (General Sciences).

- 12- Reorganize relevant data in visual form : charts, graphs, tables, etc. (Life Sciences).

**\* DEVELOP CRITICAL COMPREHENSION OF WRITTEN DISCOURSE.**

**Grade**

- 1- Suggest titles for stories.
- 2- Predict what is going to happen.
- 3- Predict content of a story after previewing cues.
- 4- Answer inferential questions.

- 5- Identify facts and opinions.
- 6- Explain cause-effect relationships.
- 7- Identify author's aim.
- 8- Justify and confirm suitable inferences about a text based on personal experience and previous knowledge.
- 9- Determine the author's attitude.
- 10- Recognize biased writing.
- 11- Identify and explain logical fallacies (Humanities and Social Sciences).
- 11- Identify and explain logical fallacies (Sciences).
- 12- Evaluate arguments (Literature and Humanities).
- 12- Evaluate proposals and conclusions (Sociology and Economics).
- 12- Evaluate proposals and conclusions (General Sciences).
- 12- Evaluate proposals and conclusions (Life Sciences).

**\* DEMONSTRATE AWARENESS OF THE LINGUISTIC AND ORGANIZATIONAL STRUCTURE OF WRITTEN DISCOURSE.**

**Grade**

- 1- Equate words with their corresponding illustration.
- 2- Match synonyms with antonyms or simple definitions.
- 3- Identify words which belong to a specific lexical set.
- 4- Recognize the meaning of common prefixes.
- 5- Form derivatives from root words.
- 6- Apply knowledge of affixes to decode unfamiliar vocabulary.
- 7- Identify and use context clues to decode lexical items.
- 8- Identify collocates in a text.
- 9- Distinguish between connotations.
- 10- Interpret figurative language and idiomatic expressions.
- 11- Explain terms relevant to the area of study (Humanities and Social Sciences).
- 11- Use extensive technical lexis in a variety of scientific situations (Sciences).
- 12- Analyze lexical items that reflect tone, style, mood, purpose, and theme (Literature and Humanities).

- 12- Analyze lexical items that reflect tone, style, mood, purpose, and theme (Sociology and Economics).
- 12- Analyze lexical items that reflect tone, style, mood, purpose, and theme (General Sciences).
- 12- Analyze lexical items that reflect tone, mood, purpose, and theme (Life Sciences).

**\* DEMONSTRATE AWARENESS OF THE LINGUISTIC AND ORGANIZATIONAL STRUCTURE OF WRITTEN DISCOURSE.**

**Grade**

- 1- Recognize sentence boundaries.
- 2- Link proper nouns with their pronoun referents.
- 3- Identify the parts of speech of lexical items.
- 4- Complete short cloze passages.
- 5- Discuss the functions of common connectives.
- 6- Infer grammar rules from examples.
- 7- Relate words to their referents.
- 8- Determine elements of coherence in text.
- 9- Explain the functions of cohesive elements in text.
- 10- Explain elements of unity in text.
- 11- Analyze grammatical components in discourse (Humanities and Social Sciences).
- 11- Analyze grammatical components in discourse (Sciences).
- 12- Analyze the organizational structure of abstracts, summaries, reports, and presentations (Literature and Humanities).
- 12- Analyze the organizational structure of abstracts, summaries, reports, and written presentations (Sociology and Economics).
- 12- Analyze the organizational structure of abstracts, summaries, reports, and written presentations (General Sciences).
- 12- Analyze the organizational structure of abstracts, summaries, reports, and written presentations (Life Sciences).

## SCOPE AND SEQUENCE

### WRITTEN COMMUNICATION OBJECTIVES

#### \* COMMUNICATE USING DIFFERENT GENRES.

##### Grade

- 1- Write a list of related items.
- 2- Fill out a form with relevant data.
- 3- Write a story about a personal incident.
- 4- Write letters for different purposes.
- 5- Write an ending for a story.
- 6- Extend a story creating new events.
- 7- Write a short report on an assigned task.
- 8- Describe /compare and contrast characters in a story.
- 9- Define an issue and argue for and against it.
- 10- Write using definition, classification, illustration, and cause and effect.
- 11- Write on different subject matter areas, using a variety of discourse modes (Humanities and Social Sciences).
- 11- Produce a proposed set of scientific operations (Sciences).
- 12- Develop a full-length essay on different areas of science, using a variety of discourse modes (General Sciences).
- 12- Write on different areas of science, using a variety of discourse modes (Life Sciences).
- 12- Provide a written counter-argument to what is presented in a text (Literature and Humanities).
- 12- Write a critique on specific input (Sociology and Economics).

#### \* DEMONSTRATE COMPETENCE IN CREATIVE / ACADEMIC WRITING.

##### Grade

- 1- Respond to specific input.
- 2- Provide captions for cartoon strips.
- 3- Describe an event.
- 4- Write simple narratives.
- 5- Write short, free-verse poems, songs, riddles, etc.
- 6- Write announcements, notes, editorials, classified ads, etc.
- 7- Write a dialogue.
- 8- Write an essay stressing cause and effect.
- 9- Adapt/modify a story for a different audience.
- 10- Reproduce discourse from different points of view.
- 11- Vary style according to audience and purpose (Humanities and Social Sciences).
- 11- Use technical lexis for a variety of scientific situations (Sciences).
- 12- Vary style and register according topic and task (General Sciences).
- 12- Vary style and register according topic and task (Life Sciences).
- 12- Re-write a text using a genre other than the original (Literature and Humanities).
- 12- Vary style to suit changing purpose, situation and audience (Sociology and Economics).

**\* DEVELOP COMPETENCE IN ORGANIZATIONAL STRATEGIES.**

**Grade**

- |    |   |     |   |
|----|---|-----|---|
| 1- | Identify word order.  | 10- | Establish and maintain coherence in writing summaries, abstracts,etc.                             |
| 2- | Write simple related sentences.   | 11- | Maintain coherence and cohesion in extended writing assignments (Humanities and Social Sciences). |
| 3- | Write simple and compound sentences.  | 11- | Maintain coherence and cohesion in extended writing assignments (Sciences).                       |
| 4- | Construct simple, compound, and complex sentences using appropriate connectors. | 12- | Use organizational strategies pertinent to literary writing (Literature and Humanities).          |
| 5- | Provide appropriate connectors and transitionals.                               | 12- | Use organizational strategies pertinent to scientific writing (General Sciences).                 |
| 6- | Identify patterns of sentence order.  | 12- | Use organizational strategies pertinent to scientific writing (Life Sciences).                    |
| 7- | Organize ideas from different sources.  | 12- | Maintain thematic unity (Sociology and Economics).  |
| 8- | Edit and revise a draft.  |     |   |
| 9- | Add qualifiers and details.   |     |   |

## SCOPE AND SEQUENCE

### THINKING SKILLS OBJECTIVES

#### \* DEVELOP LOGICAL THINKING STRATEGIES.

##### Grade

- 1- Preview discourse by examining visual clues.
- 2- Preview discourse by examining titles.
- 3- Preview discourse by examining texts.
- 4- Predict outcomes or content.
- 5- Summarize information using graphic or content clues.
- 6- Evaluate information extracted from text.
- 7- Propose a solution to a given problem.
- 8- Discuss an alternative solution to a given problem.
- 9- Devise an appropriate solution, with various options, to a given problem.
- 10- Draw logical conclusions.
- 11- Formulate hypotheses (Sciences).
- 11- Extract major and minor premises (Humanities and Social Sciences).
- 12- Formulate argumentative patterns (Literature and Humanities).
- 12- Organize and analyze results (General Sciences).
- 12- Organize and analyze results (Life Sciences).
- 12- Assess the applicability of a theory to a special context (Sociology and Economics).

#### \* DEVELOP INFORMATION-PROCESSING SKILLS.

##### Grade

- 1- Classify items semantically.
- 2- Compare and contrast characters.
- 3- Compare and contrast situations.
- 4- Relate learning situations to familiar experiences.
- 5- Relate learning situations to prior knowledge.
- 6- Access information from experiences, prior knowledge and subject areas to draw relationships.
- 7- Synthesize ideas from sources to produce opinions.
- 8- Form new concepts through drawing analogies from other subject areas.
- 9- Derive hypotheses based on graphic presentations.
- 10- Identify fallacies against conventionally-acceptable relationships.
- 11- Discriminate between deceptive and objective data or information (Humanities and Social Sciences).
- 11- Apply acquired knowledge to present situations (Sciences).
- 12- Apply rhetorical strategies to literary discourse (Literature and Humanities).
- 12- Compare findings to those reported in the literature (General and Life Sciences).
- 12- Compare techniques and practices in one field to those in other fields (Sociology and Economics).

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## SCOPE AND SEQUENCE

### STUDY SKILLS OBJECTIVES

#### \* DEMONSTRATE ABILITY TO USE RESEARCH TECHNIQUES.

##### Grade

- 1- Alphabetize to the first letter.
- 2- Use a chart to record simple data.
- 3- Organize a work folder and a class copybook.
- 4- Take down a few notes from a teacher and/or a book.
- 5- Collect information required for a research project.
- 6- Formulate a hypothesis based on the content of a text.
- 7- Choose and narrow down a topic.
- 8- Differentiate between paraphrasing, quoting and plagiarism.
- 9- Use various data-collection methods.
- 10- Follow required documentation format.
- 11- Compare and contrast different representation of the same topic (Humanities and Social Sciences).
- 11- Reproduce visual illustrations from discourse (Sciences).
- 12- Synthesize information from a variety of media. (Literature and Humanities).
- 12- Synthesize information from a variety of media. (General Sciences).
- 12- Synthesize information from a variety of media. (Life Sciences).
- 12- Synthesize information from a variety of media (Sociology and Economics).

#### \* DEMONSTRATE TEST-TAKING STRATEGIES.

##### Grade

- 1- Follow teacher's instructions.
- 2- Ask for clarification.
- 3- Plan study-time and leisure time at home.
- 4- Identify key terms used in test items.
- 5- Review questions and answers before submitting the test paper.
- 6- Review personal test-portfolio.
- 7- Prepare review questions.
- 8- Join a study group to prepare for an exam.
- 9- Practice different types of exam questions.
- 10- Devise test questions and answer them.
- 11- Compare answers against established models (Humanities and Social Sciences).
- 11- Compare answers against established models (Sciences).
- 12- Practice responding to subjective questions within time limits (Literature and Humanities).
- 12- Practice responding to subjective questions within time limits (General Sciences).
- 12- Practice responding to subjective questions within time limits (Life Sciences).
- 12- Practice responding to subjective questions within time limits (Sociology and Economics).

## SCOPE AND SEQUENCE

### CULTURAL AWARENESS OBJECTIVES

#### \* RECOGNIZE AND PRODUCE CULTURALLY APPROPRIATE LINGUISTIC UTTERANCES

##### Grade

- 1- Identify utterances of greetings and respect.
- 2- Produce utterances of greetings and respect.
- 3- Identify utterances of accepting/ declining offers and of asking/ giving directions.
- 4- Produce utterances of accepting/ declining offers and of asking/ giving directions.
- 5- Identify utterances of complaint and polite inquiry.
- 6- Produce utterances of complaint and polite inquiry.
- 7- Respond to questions that describe/ analyze culturally significant items.
- 8- Demonstrate understanding of authentic printed media.
- 9- Demonstrate understanding of authentic visual media.
- 10- React to cultural attitudes of native speakers of English.
- 11- Distinguish between various culturally-oriented attitudes (Sciences and Humanities).
- 12- Produce linguistic structures that express spontaneous emotional responses (Literature and Humanities).
- 12- Respond to assumptions based on cultural bias (General Sciences).
- 12- Respond to assumptions based on cultural bias (Life Sciences).
- 12- Distinguish between various political and economic systems based on cultural considerations (Sociology and Economics).

#### \* DEVELOP EMPATHY TOWARDS THE TARGET CULTURE

##### Grade

- 1- Participate in performances which typify the target culture.
- 2- Generate target culture family situations.
- 3- Demonstrate understanding of proverbs in the target language.
- 4- Produce semantic networks of culturally-oriented associations.
- 5- Explain idiomatic expressions.
- 6- Recreate situations based on culturally-oriented conventions.
- 7- Compare and contrast social conventions in first and second language cultures.
- 8- Report on one or more aspects related to the target culture.
- 9- Dramatize various culturally-oriented events.
- 10- Recognize and interpret stereotypes.
- 11- Explain underlying implications pertaining to different cultural backgrounds (Sciences).
- 11- Compare the systems of value in the native and target cultures (Humanities and Social Sciences).
- 12- Compare and contrast native and target cultural experiences as expressed in discourse (Literature and Humanities).
- 12- Discuss ideas that typify values in the target culture (General Sciences).
- 12- Discuss ideas that typify values in the target culture (Life Sciences).
- 12- Interpret behavioral patterns of target culture (Sociology and Economics).

# TRANSLATION

## GOALS OF TEACHING TRANSLATION

In line with the principles and guidelines set by NCERD for teaching translation in Lebanese schools and stated in the *New Framework for Education in Lebanon* (1995), the Committee recommends adoption of the following goals for the teaching of translation in the secondary cycle.

- 1) Developing the learners' awareness that translation is an intercultural process and a meaningful contact between cultures and languages.
- 2) Drawing on social, psychological, and cultural perimeters of target and source languages to help students understand texts, content and style.
- 3) Developing learners' relevant linguistic and communicative skills in source language (Arabic) and target language (English).
- 4) Preparing learners to reproduce the maximum possible equivalence of texts in various genres.
- 5) Developing learners' ability to comprehend and convert (into and from the target language) a variety of academic texts relevant to their fields of specialization.
- 6) Encouraging learners' to work cooperatively.
- 7) developing the ability of students to use references in the target language for their academic activities.

## TRANSLATION CURRICULAR OBJECTIVES

**By the end of the Third Secondary, students are expected to be able to do the following:**

- Identify cultural issues and values reflected in the decoding language (DL) text and compare them with those in the encoding language (EL) culture.
- Express the particularities of register and style of the DL text in the EL text produced.
- Demonstrate awareness of the canons of various communicative forms of writing.
- Compare translations of media reports and other texts with available authoritative translations.
- Demonstrate flexibility and command of various modes of translation.
- Demonstrate ability to work in pairs or in groups on a translation task.
- Demonstrate ability to get meaning from different kinds of dictionaries (mono-lingual, bilingual, and thesaurus) and other references.

## THEMATIC UNITS : TRANSLATION

### SECOND SECONDARY

#### SCIENCES

- |                                |   |                            |   |
|--------------------------------|---|----------------------------|---|
| - <b>Modern Technology</b>     | Computers<br>Robots<br>Medical findings<br>Genetic engineering (bio-tech)   | - <b>Communication</b>     | Internet<br>Satellites<br>Media reports, commentaries, reviews, etc.<br>Publications of international organizations |
| - <b>Source of Energy</b>      | Nuclear.<br>Solar<br>Alternative  | - <b>Space Exploration</b> |   |
| - <b>Nuclear Proliferation</b> |   | - <b>Athletics</b>         | Olympic games<br>Types of sports<br>Tournaments   |
| - <b>Environmental Issues</b>  | Pollution<br>Ozone depletion<br>greenhouse effect<br>Acid rain<br>Deforestation<br>Desertification<br>Endangered species<br>Natural disasters | - <b>Nutrition</b>         |   |

## **THEMATIC UNITS : TRANSLATION**

**SECOND SECONDARY (HUMANITIES)**  
**THIRD SECONDARY (LITERATURE & HUMANITIES)**

- Extracts from literary masterpieces
  - Biographies of major literary figures and artists
  - Excerpts from famous critical literary essays
  - Ethical codes and norms
  - Human rights
  - Excerpts from history of world civilizations
- Historical landmarks
  - Cultural landmarks
  - Scientific breakthroughs

## THEMATIC UNITS : TRANSLATION

### THIRD SECONDARY (SOCIAL SCIENCES & ECONOMICS)

- **Political Systems** Liberalism , totalitarianism
- **Current Issues** Ethnic, racial, gender, social issues  
Social classes  
Unemployment  
Drugs, crime, delinquency, child abuse  
Multinational cooperation  
Inflation  
Arms control vs. military expenditure  
War and peace  
North and south relations  
Economic, scientific and technological centralization
- **Athletics** Demographic explosion  
Family planning, birth control  
Migration  
Global communication  
Computer  
Olympic games  
Types of sports  
Tournaments
- **Nutrition**