

تم تحميل هذا الملف من موقع المناهج القطرية



## الخطة الفصلية وتوزيع الساعات الدراسية

موقع المناهج ← المناهج القطرية ← المستوى العاشر ← لغة انجليزية ← الفصل الأول ← الملف

تاريخ إضافة الملف على موقع المناهج: 11:09:18 2024-09-06

## التواصل الاجتماعي بحسب المستوى العاشر



اضغط هنا للحصول على جميع روابط "المستوى العاشر"

## روابط مواد المستوى العاشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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## المزيد من الملفات بحسب المستوى العاشر والمادة لغة انجليزية في الفصل الأول

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## First Semester Overview -Academic Year 2024-2025

Subject: English

Grade (10)

Week	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Value / Cross-cutting issues	Learning outcomes
<b>Week 1</b> From 1/9 till 5/9/2024	Orientation + Module 1	5	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Creative &amp; critical thinking</li> <li>- Cooperation &amp; Participation</li> <li>- Inquiry &amp; Research</li> <li>- Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and compassion</li> <li>- Life skills</li> </ul>	<ul style="list-style-type: none"> <li>- Talking in pairs to ask for and express opinion, showing agreement or disagreement in a respectful manner.</li> <li>- Showing understanding of complex texts and responding to main ideas and details.</li> <li>- Writing an informal email giving advice and providing clear justification.</li> </ul>
<b>Week</b>	<b>Module 1</b>	<b>No. of blocks</b>			
<b>Week 2</b> From 8/9 till 12/9/2024	Feels like home	10			
<b>Week 3</b> From 15/9 till 19/9/2024					
Week	Module 2	No. of blocks	Competencies/21 <sup>st</sup> century skills	Value / Cross-cutting issues	Learning outcomes
<b>Week 4</b> From 22/9 till 26/9/2024	Endurance	10	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Creative &amp; critical thinking</li> <li>- Cooperation &amp; participation</li> <li>- Inquiry &amp; research</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Safety &amp; security</li> <li>- Positivity and endeavor</li> <li>- Life skills</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing reading texts about endurance; enhancing persistence and proactivity.</li> <li>- Writing a story about adventure and survival in difficult situations.</li> </ul>



<b>Week 5</b> From 29/9 till 3/10/2024					
<b>Week</b>	<b>Module 3</b>	<b>No. of blocks</b>	<b>Competencies/21st century skills</b>	<b>Value / Cross-cutting issues</b>	<b>Learning outcomes</b>
<b>Week 6</b> From 6/10 till 10/10/2024	<b>Globetrotting</b>	5	<ul style="list-style-type: none"> <li>- Communication</li> <li>- <b>Creative &amp; critical thinking</b></li> <li>- Cooperation &amp; Participation</li> <li>- <b>Inquiry &amp; Research</b></li> <li>Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Islamic values and Arabic and Qatari Cultural heritage</li> </ul> <p>Values education</p>	<ul style="list-style-type: none"> <li>- Comparing and contrasting places, people and situations.</li> <li>- Talking about holidays and travel experiences showing, openness towards other cultures.</li> <li>- Searching for information to write an article describing a place; emphasizing its history and culture.</li> </ul>
<b>Week 7</b> From 13/10 till 14/10/2024	Revision +Speaking test	2			
<b>Week</b>	<b>Exams + Module 3</b>	<b>No. of blocks</b>			
<b>Week 7</b> From 15/10 till 17/10/2024	Exams + Module 3	5	<b>Mid Term Exams + Module 3(5blocks)</b>		
<b>Week 8</b> From 20/10 till 24/10/2024					



<b>Week 9</b> From 27/10 till 31/10/2024	<b>Mid of First Semester Vacation</b>
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Week	Module 4	No. of blocks	Competencies/21 <sup>st</sup> century skills	Value / Cross-cutting issues	Learning outcomes
<b>Week 10</b> From 3/11 till 7/11/2024	<b>Job Seeking</b>	<b>10</b>	<ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- Creative &amp; critical thinking</li> <li>- <b>Cooperation &amp; participation</b></li> <li>- Inquiry &amp; research</li> <li>- Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Positivity and endeavor</li> <li>- Personal rights, responsibility, and integrity</li> <li>- Life skills</li> <li>- Values education</li> </ul>	<ul style="list-style-type: none"> <li>- Inferring information from multi-text reading.</li> <li>- Communicating with peers to express possibility, certainty, disapproval, and criticism.</li> <li>- Working collaboratively to talk formally/informally about jobs &amp; employment, visualizing and expressing long-term goals.</li> <li>- Writing a formal email asking for and giving information, demonstrating the expertise acquired</li> </ul>
<b>Week 11</b> From 10/11 till 14/11/2024					



Remarks	Module 5	No. of blocks	Competencies/21 <sup>st</sup> century skills	Value / Cross-cutting issues	Learning outcomes
<b>Week 12</b> From 17/11 till 21/11/2024	Get the Message	10	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Creative &amp; critical thinking</li> <li>- Cooperation &amp; participation</li> <li>- <b>Inquiry &amp; research</b></li> <li>- <b>Problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>- Positivity and endeavour</li> <li>- Personal rights, responsibility and integrity</li> <li>- Life skills</li> </ul>	<ul style="list-style-type: none"> <li>- Using contextual clues to determine meaning through context.</li> <li>- Synthesizing information about some popular social networking sites to make a presentation.</li> </ul>
<b>Week 13</b> From 24/11 till 28/11/2024					
<b>Week 14</b> From 1/12 till 5/12/2024	Revision	5			
<b>Weeks 15+16</b> From 8/12 till 17/12/2024	End of First Semester Exams				
Mid-Year Vacation 22/12/2024 – 5/1/2025					
Total No. of teaching blocks 62					



**Skipped Textbook Materials:**

lesson	Module	Page number
Speaking 2a	2	23
writing 2a		23
Speaking 3a	3	37
Writing 3a		37
Listening 3b		40
Listening 4a	4	49
Reading 4b		50-51
Writing 5a	5	63
Reading 5b +listening		64-65
Speaking 5b		67
Writing 5b		68-69



## General Notes

- The teaching package components are full and extensive (refer to the introduction in the Teacher's Book for more details). Teachers are requested to make use of the teacher's resources; interactive CD, tests (for assignment & for enrichment purposes), etc.
- Not all the exercises in the workbook can be covered in class, so teachers need to be flexible and careful about which exercises should form the focus of classroom instruction and which ones could be assigned as homework or quizzes.
- The skipped lessons (**listed in the table above**) can be exploited as enrichment activities through which teachers can promote students' reading and writing skills. The "Culture Pages" and the "Tasks" are dealt with likewise.
- The speaking and grammar reference sections are essential parts in the textbooks and should be exploited appropriately.
- Values education has been taken into consideration in the design of the course. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their respective rights and responsibilities.



- Key competencies are woven into the resources activities and students are expected to be constantly acquiring and developing them. It must be understood that aspects of different competencies may overlap. For example, problem-solving may involve other competencies, like creative and critical thinking, inquiry and research, communication, and cooperation and participation, depending on the type and approach used for delivering the activities.
- Although the activities require students to activate the knowledge, skills, and attitudes leading to the development of different competencies, the way teachers deal with those activities in class can help further maximize the benefit for students.
- The learning outcomes mentioned above are **NOT** exhaustive. They only aim to provide guidance on determining the end goals of each module. Outcomes should incorporate the appropriate match of competencies, values/cross-cutting issues; along with the targeted language skill.