

الخطة الفصلية المعدلة للفصل الثاني



تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ← المناهج القطرية ← الصف العاشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 22:20:39 2026-03-27

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
القطرية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثاني

مراجعة شاملة مع تدريبات في الوجدتين السادسة والسابعة للأستاذ محمود رمضان مع الإجابة النموذجية

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مراجعة شاملة مع تدريبات غير مجابة في الوجدتين السادسة والسابعة للأستاذ محمود رمضان

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الخطة الفصلية للفصل الثاني

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أوراق عمل نهاية الفصل في القراءة والكتابة والتعبير والمفردات والمهارات اللغوية مع الإجابة النموذجية

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أوراق عمل نهاية الفصل في القراءة والكتابة والتعبير والمفردات والمهارات اللغوية

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Updated Semester Overview - Academic Year 2025 – 2026

Subject: English Grade: 10

Second Semester

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 1 From 5/1 till 6/1/2026	Orientation	2			
Week 1 From 7/1 till 8/1/2026	Module 6 Success	13	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Positivity and endeavour - Personal rights, responsibility and integrity - Life skills - Values Education 	<ul style="list-style-type: none"> - Talking in pairs/groups to discuss the advantages and disadvantages of plans and ambitions - Writing an essay to present advantages and disadvantages using the appropriate register and structure
Week 2 From 11/1 till 15/1/2026					
Week 3 From 18/1 till 22/1/2026					
Week 4 25/1/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 4 From 26/1 till 29/1/2026	Module 7 H2O	13	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research 	<ul style="list-style-type: none"> - Personal rights, responsibility and integrity - Respect and compassion - Positivity and endeavour 	<ul style="list-style-type: none"> - Searching for and discussing the advantages and disadvantages of a process
Week 5 From 1/2 till 5/2/2026					
Week 6 From 8/2 till 12/2/2026					

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Sports Day 10/2/2026			Problem solving	- Environment and sustainability	- Creating a narrative summary focusing on language and content.
Week 7 From 15/2 till 19/2/2026	Module 8 Green Living	14	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Personal rights, responsibility and integrity - Respect and compassion - Health education - Environment and sustainability 	<ul style="list-style-type: none"> - Expressing and supporting opinions about environmental issues - Composing an essay expressing an opinion about environmental issue
Week 8 From 22/2 till 26/2/2026					
Week 9 From 1/3 till 5/3/2026					
Week 10 From 8/3 till 10/3/2026					
Week 10 From 11/3 till 12/3/2026	Revision (2 blocks)				
Week 11 From 15/3 till 19/3/2026	Eid Al-Fitr Vacation				
Week 12 From 22/3 till 23/3/2026					

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 12 From 24/3 till 26/3/2026	Revision (3 blocks)				
Week 13 From 29/3 till 2/4/2026	Continue Module 8 (Green Living) (5blocks)				
Week 14 From 5/4 till 7/4/2026	Revision (1 block) + Listening and Speaking Tests				
Week 14 From 8/4 till 9/4/2026	Long Weekend				
Week 15 From 12/4 till 16/4/2026	Mid of Second Semester Exams				
Week 16 From 19/4 till 21/4/2026					

Week	Module 9 Preferences	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes				
Week 16 From 22/4 till 23/4/2026	Reading 9a (part 1) Reading 9a (part 2)	12	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Islamic values and Arabic and Qatari Cultural heritage - Personal rights, responsibility and integrity - Life skills - Values education 	<ul style="list-style-type: none"> - Talking in pairs/groups about books expressing preferences - Comprehending online advertisements and product reviews 				
Week 17 From 26/4 till 30/4/2026	Grammar 9a Vocabulary 9a Listening 9a Reading 9b (part 1) Reading 9b (part 2)								
Week 18 From 3/5 till 7/5/2026	Vocabulary 9b Grammar 9b Listening 9b Speaking 9b Review								
Week	Module 10 That's challenging					No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 19 From 10/5 till 14/5/2026	Reading 10a (part 1) Reading 10a (part 2) + Vocabulary Grammar 10a Vocabulary 10a Grammar 10b					10	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Islamic values and Arabic and Qatari Cultural heritage - Positivity and endeavour - Personal rights, responsibility and integrity 	<ul style="list-style-type: none"> - Elaborating and discussing ideas about extreme activities and risk taking

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Week 20 From 17/5 till 21/5/2026	Listening + Speaking 10b			- Life skills - Safety and security - Values education	- Composing an article describing a person
	Writing 10b (part 1)				
	Writing 10b (part 2)				
	Writing 10b (part 3)				
	Review				
Week 21 From 24/5 till 25/5/2026	Revision (2 blocks)				
Week 21 From 26/5 till 28/5/2026	Eid Al-Adha Vacation				
Week 22 From 31/5 till 3/6/2026	Revision (2 blocks) + Speaking and listening tests				
Week 22 4/6/2026	End of Second Semester Exams				
Week 23 From 7/6 till 11/6/2026					
Week 24 From 14/6 till 16/6/2026					
Total No. of teaching blocks 79					

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Skipped Textbook Materials:

lesson	Module	Page number
Writing 6a	6	75
Vocabulary 6b		77
Listening 6b		78
Vocabulary 7a	7	88
Grammar 7b		92
Vocabulary 8b	8	103
Speaking 8b		105
Speaking + Writing 9a	9	115
Intonation		119
Writing 9b		121
Listening + Speaking + Writing 10a	10	127
Reading + Vocabulary 10b		128 - 129

General Notes & Recommendations

- The teaching package components are full and extensive. (Refer to the Introduction in the Teacher’s Book for more details.) Teachers should make use of ALL the teacher’s resources.
 - In addition to promoting independent learning, workbook material reinforce concepts and support classroom teaching. Teachers should select material that align with classroom instruction and help students acquire/ teachers assess the outcomes intended for the module.
 - The skipped lessons (**listed in the table above**) can be exploited as enrichment activities. The “Culture Pages” and the “Tasks” should be dealt with likewise.
 - The Speaking and Grammar Reference sections are essential parts of the textbooks and should be exploited appropriately; teachers can use them as a discovery task or as a post-teaching consolidation to clarify and check understanding.
 - During exam periods, teaching hours are redirected towards support sessions rather than continuing with the planned material. Teachers should ensure that all lessons are delivered as outlined in the overview and that teaching time is used strictly in line with the plan of the module.
- **Review lessons:**
 - Teachers should use the data collected throughout the module, such as assessment results, classroom performance, and observed areas of difficulty, to plan revision activities that address actual learning gaps and reinforce key concepts where support is most needed.

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- While the grammar and vocabulary exercises found on the Review pages of the modules are a useful resource, they should not form the sole basis of the revision sessions. Round-up lessons should be targeted, purposeful, and should address the specific skill gaps identified through assessment data and teacher observations.
 - **Values and Competencies**
 - Values education has been taken into consideration while designing the course.
- Teachers should identify core values, such as honesty, respect, responsibility, empathy, and perseverance, etc. and instill them in their students to foster ethical behavior. Teachers should discuss with their students the importance of such values for their personal growth and interactions with others.
- Teachers should carry out activities in ways that guide students 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 resource activities, and students are expected to be constantly acquiring and developing them. The activities require students to activate the knowledge, skills, and attitudes leading to the development of different competencies. Yet, the teachers should:
 - use approaches for delivering the activities that maximize the benefit for all students.
 - use the activities to promote positive relationships among students; encourage teamwork, collaboration, and mutual respect, etc.
 - implement activities that build empathy, conflict resolution, skills building, and effective communication.

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Learning Outcomes:

- The learning outcomes mentioned above are NOT exhaustive. They only aim to provide guidance on determining the end goals of each module.
 - Module outcome(s) should incorporate the appropriate match of competencies and values/cross-cutting issues in the outcome(s) of each module.
 - Lessons should be planned in ways that lead to the achievement of the module outcome(s); Lesson components/elements should gradually build student competency toward the mastery of the targeted language skill.
 - Teaching material (textbooks and/or supplementary) and formative assessment should be aligned with the module outcome(s)

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