

## الخطة الفصلية المعدلة للفصل الثاني اخر تحديث 9 أبريل



### تم تحميل هذا الملف من موقع المناهج القطرية

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ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات و تقارير | مذكرات و بنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الثاني

الخطة الفصلية للفصل الثاني

1

G12 Term-2 Practice Tests 2024-25 Mr.MohGalal

2

Dr Hakim experimental exams 2nd term 2024-2025\_ Final

3

دليل شامل لتعزيز المهارات اللغوية الخاصة باختبار نهاية الفصل

4

مراجعة شاملة نهائية غير مجابة

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Semester Overview - Academic Year 2025 – 2026

Subject: English Grade: 12

Second Semester **UPDATED**

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 1</b> From 5/1 till 6/1/2026	<b>Orientation</b>	<b>3</b>			
<b>Week 1</b> From 7/1 till 8/1/2026	<b>Module 6 Health and fitness</b>	<b>20</b>	<ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- <b>Creative &amp; critical thinking</b></li> <li>- Cooperation &amp; participation</li> <li>- Inquiry &amp; research</li> <li>- <b>Problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>- Positivity and endeavour</li> <li>- Respect and compassion</li> <li>- Personal rights, responsibility and integrity</li> <li>- Life skills</li> <li>- Health education</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing issues related to health and fitness</li> <li>- Writing a discursive essay</li> </ul>
<b>Week 2</b> From 11/1 till 15/1/2026					
<b>Week 3</b> From 18/1 till 22/1/2026					
<b>Week 4</b> From 25/1 till 28/1/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 4</b> 29/1/2026	<b>Module 7 Follow the clues</b>	<b>20</b>	<ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- <b>Creative &amp; critical thinking</b></li> <li>- Cooperation &amp; participation</li> <li>- Inquiry &amp; research</li> </ul>	<ul style="list-style-type: none"> <li>- Positivity and endeavour</li> <li>- Respect and compassion</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing issues related to crime and punishment</li> <li>- Expressing regret, opinion, advice, complaint and criticism</li> </ul>
<b>Week 5</b> From 1/2 till 5/2/2026					
<b>Week 6</b> From 8/2 till 12/2/2026					

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Sports Day</b> 10/2/2026			- <b>Problem solving</b>	- Personal rights, responsibility and integrity	- Engaging in constructive dialogues to express opinion and justify point of view - Writing a story
<b>Week 7</b> From 15/2 till 19/2/2026				- Life skills - Safety & security - Values education	
<b>Week 8</b> From 22/2 till 26/2/2026					
<b>Week 9</b> From 1/3 till 5/3/2026	<b>Module 8</b> <b>Not what it seems</b>	8	- <b>Communication</b> - <b>Creative &amp; critical thinking</b> - <b>Cooperation &amp; participation</b> - Inquiry & research - Problem solving	- Personal rights, responsibility and integrity	- Discussing issues related to advertising, shopping and social media - Speculating, negotiating and reaching a decision - Holding a debate on the positive impact of social media on friendships - Writing a letter / an email of complaint
<b>Week 10</b> From 8/3 till 12/3/2026			- Values education - Family Education		
<b>Week 11</b> From 15/3 till 19/3/2026	<b>Eid Al-Fitr Vacation</b>				
<b>Week 12</b> From 22/3 till 23/3/2026					
<b>Week 12</b> From 24/3 till 26/3/2026	<b>Continue Module 8</b>	12	- <b>Communication</b> - <b>Creative &amp; critical thinking</b>	- Personal rights, responsibility and integrity	- Discussing issues related to advertising, shopping and social media

<b>Week 13</b> From 29/3 till 2/4/2026	<b>Not what it seems</b>		<ul style="list-style-type: none"> <li>- <b>Cooperation &amp; participation</b></li> <li>- Inquiry &amp; research</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Values education</li> <li>- Family Education</li> </ul>	<ul style="list-style-type: none"> <li>- Speculating, negotiating and reaching a decision</li> <li>- Holding a debate on the positive impact of social media on friendships</li> <li>- Writing a letter / an email of complaint</li> </ul>
<b>Week 14</b> From 5/4 till 7/4/2026					
<b>Week 14</b> From 8/4 till 9/4/2026	<b>Long Weekend</b>				
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 15</b> From 12/4 till 16/4/2026	<b>Module 9 Project earth</b>	18	<ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- <b>Creative &amp; critical thinking</b></li> <li>- <b>Cooperation &amp; participation</b></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>- Respect and compassion</li> <li>- Personal rights, responsibility and integrity</li> <li>- Environment and sustainability</li> <li>- Values education</li> <li>- Life skills</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing issues related to the environment</li> <li>- Expressing opinion, justifying point of view and reaching decisions about environmental issues</li> <li>- Writing a problem/solution essay</li> </ul>
<b>Week 16</b> From 19/4 till 23/4/2026					
<b>Week 17</b> From 26/4 till 30/4/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 18</b> From 3/5 till 7/5/2026	<b>Module 10 Big issues</b>	18	<ul style="list-style-type: none"> <li>- <b>Communication</b></li> <li>- <b>Creative &amp; critical thinking</b></li> </ul>	<ul style="list-style-type: none"> <li>- Positivity and endeavour</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing issues related to social problems</li> </ul>

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<b>Week 19</b> From 10/5 till 14/5/2026			- Cooperation & participation - Inquiry & research - <b>Problem solving</b>	- Respect and compassion - Personal rights, responsibility and integrity  - Values education - Life skills	- Speculating, making suggestions, and predicting possible outcomes to given problems - writing a memo
<b>Week 20</b> From 17/5 till 21/5/2026					
<b>Week 21</b> From 24/5 till 25/5/2026	<b>Revision (3 blocks)</b>				
<b>Week 21</b> From 26/5 till 28/5/2026	<b>Eid Al-Adha Vacation</b>				
<b>Week 22</b> From 31/5 till 3/6/2026	<b>Revision (4 blocks)</b>				
<b>Week 22</b> 4/6/2026	<b>End of second Semester Exams</b>				
<b>Week 23</b> From 7/6 till 11/6/2026					
<b>Week 24</b> From 14/6 till 16/6/2026					
<b>Total No. of teaching blocks 106</b>					

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### Skipped Textbook Materials:

lesson	Module	Page number
Vocabulary 6a Exercise C	6	84
Writing 6a		87
Speaking 6a		87
Speaking 6b		91
Grammar 7a mixed conditional	7	101
Listening & Speaking 7b		107
Writing 7b		108-109
Speaking 8a	8	116
Vocabulary 8b		120
Grammar 8b		120
Writing 8b		122-123
Listening & Speaking 8b		121
Speaking 9a	9	132
Writing 9a		133
Grammar 9b		136
Writing 9b		138-139
Grammar 10a	10	145
Reading 10b		148-149
Vocabulary 10b		150
Listening & Speaking 10b		151
Writing 10b		152 – 153

## General Notes

- 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.
- The teachers may utilize the 6<sup>th</sup> block to implement the E-Learning platform project focused on enhancing students’ reading and writing skills.

### **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.
- 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.

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## **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.

## **Learning outcomes:**

- The learning outcomes mentioned above are NOT exhaustive. They only aim to provide guidance on determining the end goals of each module.

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- 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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