

الخطة الفصلية المعدلة للفصل الثاني اخر تحديث 9 أبريل



تم تحميل هذا الملف من موقع المناهج القطرية

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

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

المزيد من مادة لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج القطرية على فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

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إدارة التوجيه التربوي
قسم اللغة الإنجليزية

نموذج الخطة الفصلية

وزارة التربية والتعليم والتعليم العالي
Ministry of Education and Higher Education
دولة قطر • State of Qatar



Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 9

Semester: 2

الصفحة 1 من 10

التصنيف: داخلي

تاريخ الإصدار: 26-05-2024

رقم الإصدار: 1

رمز النموذج: ES-ESE-P3-F1

	Module	No. of blocks	Competencies/ 21 st century skills	Value 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 A Modern World	15	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	<ul style="list-style-type: none"> Personal rights, responsibilities and integrity Positivity and Endeavour Respect and compassion 	<ul style="list-style-type: none"> Working with peers to make predictions about the future. Working collaboratively to talk about various aspects of modern life, environmental issues, technology and space, showing responsibility. Communicating with peers to make offers, promises, on-the-spot decisions and requests Expressing ability Talking with peers about and explaining processes. Synthesizing information to write a short description of a process.
Week 2 From 11/1 till 15/1/2026					
Week 3 18/1 till 22/1/2026					
Week 4 25/1 till 27/1/2026					
Weeks 4 & 5 28/1/ till 5/2/2026	Module 7 Choices	14	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	<ul style="list-style-type: none"> Positivity and endeavor Islamic Values and Arabic and Qatari cultural heritage 	<ul style="list-style-type: none"> Working with peers to express possibility in the present and future. Expressing preference to understand signs and messages. Working collaboratively to talk about conditions and their results to compare and contrast people and situations.
Week 6 From 8/2 till 12/2/2026 (10/2: Sports Day)					

Week 7 From 15/2 till 17/2/2026					<ul style="list-style-type: none"> Working with peers to talk about lifestyle changes and intentions, considering Islamic values and Arabic culture. Communicating with peers to describe future plans and ambitions in a positive way. Writing a formal letter/email
Weeks 7 & 8 From 18/2 till 26/2/2026	Module 8 All the Action	13	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	<ul style="list-style-type: none"> Positivity and endeavor Islamic Values and Arabic and Qatari cultural heritage Personal rights, responsibilities and integrity <p style="text-align: center;">Life Skills</p>	<ul style="list-style-type: none"> Working with peers to talk about sports (equipment, rules, etc.) Expressing enthusiasm, surprise, admiration, disappointment, anger and annoyance, considering Islamic values and Arabic culture Working with peers to understand information on flyers and signs. Working collaboratively to express obligation, lack of obligation and prohibition, showing responsibility. Communicating with peers to talk about computer/video games and express your opinion. Synthesizing information to write a computer/video game review.
Week 9 From 1/3 till 5/3/2026					
Week 10 From 8/3 till 12/3/2026					
Weeks 11& 12 From 15/3 till 23/3/2026			Ramadan Eid Vacation (Estimated)		
Week 12 From 24/3 till 26/3/2026		3	Revision		
Week 13 From 29/3 till 2/4/2026	Module 9 Facts & Figures	6	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research 	<ul style="list-style-type: none"> Positivity and Endeavour Respect and Compassion 	<ul style="list-style-type: none"> Analysing a reading text to identify how to prepare recipes.

	9a Read p1		<ul style="list-style-type: none"> • Communication • Cooperation and participation Problem-solving	Life Skills Safety & Security	<ul style="list-style-type: none"> • Working collaboratively to give and understand different kinds of instructions. • Using common units of measurement
	9a Read p2				
	9b Read p1				
	9b Read p2				
Week 14 From 5/4 till 7/4/2026	9b Grammar				
	9b Listen & Speak				
Week 14 From 8/4 till 9/4/2026	Long Weekend				
Week 15 From 12/4 till 16/4/ 2026	Module 9 Facts & Figures	5	<ul style="list-style-type: none"> • Creative and critical thinking • Inquiry and research • Communication • Cooperation and participation • Problem-solving 	<ul style="list-style-type: none"> • Personal rights, responsibilities and integrity • Positivity and Endeavour • Respect and Compassion Life Skills Safety & Security	<ul style="list-style-type: none"> • Analysing a reading text to recognize ways to improve your memory. • Writing a paragraph summarizing an essay.
	9c Read p1				
	9c Read p2				
	9c Grammar				
	9c Listen + 9d Listen				
	9d Speak				


<p>Week 16 From 19/4 till 23/4/ 2026</p>	9d Write p1	5			
	9d Write p2				
	9d Write p3				
	Module Test part 1				
	Module Test part 2				
<p>Week 17 From 26/4 till 30/4 2026</p>	Module 10 That's Life	16	<ul style="list-style-type: none"> • Creative and critical thinking • Inquiry and research • Communication • Cooperation and participation • Problem-solving 	<ul style="list-style-type: none"> • Positivity and Endeavour • Respect and Compassion • Islamic Values • Personal rights, responsibilities and integrity <p style="text-align: center;">Safety & Security</p>	<ul style="list-style-type: none"> • Communicating with peers to talk about imaginary situations. • Working collaboratively to ask for and give advice, demonstrating responsibility. • Making wishes and expressing regret, showing respect and compassion • Using idioms describing feelings. • Giving an account of a true event. • Communicating with peers to report statements, questions, commands and requests, showing integrity. • Working collaboratively to use useful phrases to express and respond to common feelings, showing respect and compassion. • Writing an email expressing / responding to common feelings.
	10a Read p1				
	10a Read p2 + Vocabulary				
	10 a Grammar				
	10a Speak				
	10b Vocabulary + Read p1				

Week 18 From 3/5 till 7/5/2026	10b read p2				
	10b Grammar				
	1b Listen & Speak				
	10c Read p1				
	10c Read p2				
Week 19 From 10/5 till 14/5/2026	10d Listen & Speak				
	10d Write p1				
	10d Write p2				
	10d Write p3				
	Module Test part 1				
Week 20 17/5/2026	Module Test part 2				
Weeks 20 & 21 18/5 till 25/5/2026	Revision	6	Revision		
Week 21			Al-Adha Eid Vacation (Estimated)		

26/5 till 28/5/2026			
Week 22 From 31/5 till 3/6/2026		2	Speaking & Listening Test (2 blocks) + Revision (2 blocks)
Weeks 22 - 24 From 4/6 till 15/6/2026	End of Second Semester Exams		
Total number of blocks	87		

Skipped & Enrichment Material

Module	Lesson	Page No.
9	9a Vocabulary / Grammar / Listen / Pronunciation / Speak	SB 97
10	10 c Vocabulary + Speak	SB 111
	Culture Page	SB 115
	Task	SB 116

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- **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 materials reinforce concepts and support classroom teaching. Therefore, teachers should select materials that align with their instruction, help students acquire target skills, and facilitate the assessment of module outcomes.
- The “Culture Pages” and the “Tasks” should be dealt as enrichment materials.
- 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.
- Module Test could be conducted at the end of each module.

- **Round-up lessons:**

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- 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.
 - **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.

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- 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.
 - 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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