English Enhanced Curriculum for Cycle 2, all domains with Additional Learning Objectives (in blue)

	Grade 4	Grade 5	Grade 6
Listening and Oral Skills	• Apply listening strategies – preview, making predictions, set a purpose for listening • Answer questions related to self, others and various content – matter areas • Interpret tone of speakers, comprehend basic body language and explain actions / feelings/ interests of both the speaker and listener • Recall, ask and comment on heard information and complete sentences • Express feelings, needs, desires, preferences, and	• To ask and answer questions about information heard and listen to details • Interpret tone of speakers Comprehend basic body language and explain actions / feelings/ interests of both the speaker and listener	• To listen to general / specific details and follow instructions • Orally representing information, topics, issues and opinions

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	form statements of gratitude, anger. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link the remarks of others. • Review the key ideas to express and explain their oun ideas and understand in light of the discussion. • Identfy the reasons and evidence a speaker provides to support particular points.	• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Engage effectively in a range of collaborative discussions • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Summarize a written text read aloud or information presented. • Summarize the points a speaker makes and explain how each claim supported by reasons and evidence. • Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and	• Pose and respond to specific questions with elaboration and detail by making comments and that contribute to the topic, text or issue under discussion. • Engage effectively in a range of collaborative discussions with diverse partners on different topics, texts and issues. Building on others' ideas and expressing opinion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in

	• Report on topics or texts, tell a story, or recount an experience in an organized manner, using appropriate facts and relevent descriptive details to support main ideas and themes; speak clearly and at an understandable pace.	clarify the meaning of oral text. • Make inferences about oral texts using stated and implied ideas in the texts as evidence. • Communicate clearly in a clear, coherent manor, presenting ideas, opinions and information in a readily understandable form.	order to understand and clarify the meaning. • Identify a range of purpose to listening in a variety of situations, formal and informal, and set goals related to specific listening tasks. • Use appropriate words and phrases from their vocabulary appropriate for the purpose and context to communicate accurately and engage the interest of the audience
Reading Skills	• Respond to contextual clues to determine the particular meaning of words	• Identify and use transparent context clues to infer the particular meaning of words, multiple meaning words, and idiomatic expressions	• Discover word meanings using context clues

	• Identify facts and opinions, fantasy and reality, problem and solution, cause and effect. • Apply reading strategies before, during and after reading. • Ask and respond to literal and inferential questions. • Recall stated main ideas and/or details in fiction and nonfiction passages	• Determine word meaning through analysis of suffixes and prefixes • Identify **cause and effect relationships**, facts and opinions, main ideas and supporting details • Use comprehension reading strategies before, during and after reading	• Explain **cause and effect relationships** in narrative and informational texts Categorize similarities and differences between characters, actions, feelings, etc. • Read a nonfiction text for information, recognize cause and effect relationship, as well as, opinion and fact • Become familiar with different genres of reading.

	• Determine a theme of a story from details in the text, summarize the text • Compare and contrast the treatment of similar themes and topics, patterns of events in stories from different cultures. • Identify a variety of purposes for reading and choose reading materials appropriately. • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Identfy a variety of text features and explain how they help readers understand texts.	• Identify a variety of purposes for reading and to choose reading materials appropriate for those purposes. • Read a variety of texts from diverse cultures, including literary texts. • Identify a variety of text features and explain how they help readers understand text.	• Determine the theme or central idea of a text and how it is conveyed the particular details; provide a summary of the text distinct from personal opinions and judgments. • Compare and contrast texts in different forms and genres. • Identify a variety of purposes to reading and choose reading materials appropriate for those purposes. • Identify a variety of reading comprehension strategies to use appropriately before, during and after reading to understand increasingly complex texts • Identify text features and explain how they help readers understand text

	• Describe in depth a character, setting, or event in a story drawing on specific details in the text. • Compare and contrast the point of view from which different stories are narrated – including the difference between first, and third person narrations. • Demonstrate understanding of texts by summorizing important ideas and citing supporting details. • Analze texts and explain how specific elements in them contribute to meaning.	• Compare and contrast two or more characters, settings or events in a story drawing on specific details from the text. • Compare and contrast stories in the same genres on their approaches to similar themes and topics. • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Writing Skills	• Write a descriptive/narrative paragraph with clear opening and concluding sentences	• Develop paragraphs in the following rhetorical modes: narration and how-to process.	• Write announcements, notes, editorials, classified ads, letters to peers or adults, brochures, etc…

	• Refine the composition by adding or deleting ideas or words. Restate / reduce a sentence Cross out irrelevant ideas Proofreading and editing • Construct simple and compound sentences using appropriate connectors and /or transitional words. • related ideas are grouped to support the writer's purpose. • Provide opinion and reasons using words and phrases. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	• Edit and revise the composition by adding or deleting ideas, adding transitional and descriptive words to better express mood or feeling. • Use grammatical rules correctly to write both narrative and informational passages. • Write opinion pieces on topics or texts supporting a point of view with reasons and information. • Introduce a topic or text clearly state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	• Prepare interviews, questionnaires and itineraries • Devise poems, songs, riddles, jokes, and sketches • Revise and edit the composition by adding or deleting ideas or words Make changes to suit the audience in mind and the purpose of writing • Compose coherent organized paragraph(s) in the following rhetorical modes: narration, compare and contrast, description and how-to process • Write arguments to support claims and clear reasons and relevant evidence. • Introduce claims, organize the reasons, and evidence clearly.

	• Write narratives to develop real or imagined experiences or events using effective techique, descriptive details and clear event sequences. • Use dialogue and description to develop experiences of events to show the responses of characters to situations. • Use a variety of transitional words and phrases to	• Provide logical order reasons that are supported by facts and details. • Link opinion and reasons using words, phrases and clues. • Write informative /explanatory texts to examine a topic and convey ideas and information clearly. • Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences. • Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	• Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases and clauses to clarify the relationship among claims and reasons. • Write informative/explanatory texts to examine a topic to convey ideas, concepts and information through selection, organization and analysis of relevant content. • Write narratives to develop real or imagined experiences or events, using relevant descriptive details and well-structured event sequence. • Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/or characters. • Use appropriate transition words.

	manage the sequence of events. • Use concrete words and phrases and sensory details to covey experiences and events precisely. • Explain how an an author uses reasons and evidence to support particular point in a text.		• Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. Include formatting, graphics when useful to aiding comprehension. • Compare and contrast texts in different forms or genres.

التّدرّج العاموديّ. الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	الصف الأول	الصف الثاني	الصف الثالث	الصف الرابع	الصف الخامس	الصف السادس
التعبير الشفهي (المحادثة والاصغاء)						
الإصغاء/ الاستماع	- يصغي إلى اللغة الفصحى المبسطة - يفهم الى ما يسمعه وبتفاعل معه - يصغي إلى القصة ويتفاعل معها - يستمع إلى المتحدث وينظر إليه - يتبع تعليمات شفهية بسيطة	- يتبع تعليمات شفهيّة بسيطة ثم مركبة - يستمع وينظر إلى المتحدّث ويطرح الأسئلة.	- يصغي إلى نصوص مقروءة بقراءة تعبيرية، ويتفاعل مع إيقاعها وموضوعها، ويفهم معانيها من خلال الحوار. - يفهم كلام محاوره في مواقف تواصلية ملائمة لمستواه.	- يصغي باهتمام لما يقال ويطرح أسئلة ذات معنى.	- يصغي باهتمام لما يقال ويطرح أسئلة ذات معنى.	- يصغي باهتمام لما يقال ويطرح أسئلة ذات معنى.
التحدث/ التواصل	- يبدأ التعبير بلغة فصحى مبسطة وتراكيب بسيطة وقصيرة - يعبر عن حاجاته، مشاعره، ومعلوماته بوضوح وجرأة - يعبر عما يتخايله ويتفاعل معه. - يشارك في المحادثة والنقاش الصفي (حول قصة، شعر، تجربة أو خبرة، حادثة، رحلة) - يعبّر بنبرة ملائمة للمضمون. - يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم. - ينظم المعلومات في تسلسل منطقي (بداية ونهاية)	- يعبر عن مشاعره - يعبر عن معلومات - يعبر عن عمل أو تجربة قام بها - يعبر عن أفكار يستولدها من صورة - يمثل أدوارًا مختلفة - يجيب إجابة سّليمة عن الأسئلة المطروحة - يتحدّث بوضوح مستخدمًا ما يقدر عليه من االلغة العربية الفصحى - يعبّر بنبرة ملائمة للمضمون. - يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم. - يلقي نشيدًا أو شعرًا يحفظه إلقاء معبّرًا	- يتحدّث بلغة فصحى مبسّطة عن معلومات، موضوع قرأ عنه، مشاهدات، أورحلة سمع عنها - يعبر عما يعرفه من معلومات، مشاهدات، مشكلات، مشاعر ومواقف، حقوق وواجبات، مهرجانات ورموز. - يتحاور مع رفاقه بلغة عربية فصيحة - يتحدّث بوضوح مستخدمًا اللّغة العربيّة الفصيحة. - يطرح الأسئلة لتوضيح فكرة لم يفهمها أو يريد المزيد من المعلومات عنها. - يعبّر بنبرة ملائمة للمضمون. - يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم.	- يتكلّم بطلاقة وجرأة. - يتحدّث بوضوح مستخدمًا اللّغة العربيّة الفصيحة. - يناقش - يستخدم الحوار - يرتّب الأفكار في المناقشة. - يجري الحوار المناسب شفهيًا . - ينظّم أفكاره في نسق متدرّج ومترابط. - يجري حوار مع رفاق الصّف حول موضوع محدّد - يستعمل مجموعة جمل مترابطة فيما بينها. - يستخدم اللّغة الفصيحة في للتواصل والتّعبير عن المعارف العلّمية وربط النّصوص ومقارنتها وتحليلها.	- يتكلم بجرأة وطلاقة. - يتحدّث بوضوح مستخدمًا اللّغة العربيّة الفصيحة. - يعبّر بجرأة عن ذاته. - يعبّر بنبرة ملائمة للمضمون. - يتواصل بلغة سليمة في المواقف الحياتيّة. - يتدرّب على الإلقاء الجيّد. - يعبّر عن بعض المواقف والمشاعر بلغة فصيحة. - يجري حوار حول موضوع محدّد مستخدمًا المعلومات والمصطلحات المكتسبة . - يستخدم العربيّة الفصيحة المبسطة وسيلة تعبير عن الذّات وتواصل مع الآخرين. - يعرض شفويًا عملا - يحسن النّطق والأداء في التحدث وفي الالقاء .	- يتكلم بطلاقة وجرأة مراعيًا النّطق السّليم - يعبّر بنبرة ملائمة للمضمون. - ينظّم أفكاره في نسق متدرّج. - يعبّر بعربيّة فصيحة مبسّطة في تواصله مع الآخرين والتعبير عن الذّات. - يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم.

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	- يصف خبرة أو تجربة خاصة (رحلة، حادثة، حفلة) - يلقي نشيدًا أو شعرًا يحفظه - ينشد أغنية أو مقطوعة شعرية من وحي الدرس	- ينظم المعلومات الّتي يعطيها (هناك بداية ونهاية) - يعطي رأيه بالموضوع - يعطي تقديمًا شفهيًّا يصف فيه تجربة خاصّة (رحلة ، حادثة، عائلته)		- يعبّر بنبرة ملائمة للمضمون. - يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم. - يطرح الأسئلة لتوضيح فكرة لم يفهمها أو يريد المزيد من المعلومات عنها. - يذكر المراجع الّتي استخدمها.	- يتواصل بصريًا بشكل ملائم مع الشخص أو الأشخاص الذين يتواصل معهم. - يطرح الأسئلة لتوضيح فكرة لم يفهمها أو يريد المزيد من المعلومات عنها. - يذكر المصادر الّتي استخدمها.	
التّعبير عن فهم النّصوص المقروءة	- يقيم حوارًا حول أحداث القصة باللغة الفصحى المبسطة لتحقيق الأهداف التربوية المحددة - يعطي تقديمًا شفهيًا عن موضوع مدروس حيث يبرهن عن فهمه بأن: - يعطي بعض المعلومات البسيطة والمرتبطة بالموضوع - يعطي رأيه بالموضوع معللاً لماذا	- يروي أحداث النّص بلغته وباسلوبه. - يعطي تقديمات شفهيّة عن موضوع من المواضيع المدروسة: يبرهن فيها عن فهمه للموضوع - يعطي بعض المعلومات البسيطة والمرتبطة بالموضوع	- يتحدّث بلغة فصحى مبسّطة عن معلومات، موضوع قرأ عنه، مشاهدات، أورحلة - يعيد رواية النص بتعبيره الخاص - يصغي إلى نصوص مقروءة بقراءة تعبيرية، ويتفاعل مع إيقاعها وموضوعها، ويفهم معانيها من خلال الحوار. - يعطي تقديمات شفهيّة عن موضوع من المواضيع المدروسة يبرهن فيها عن فهمه للموضوع.	- يعبّر عمّا فهمه من النّص المقروء عبر مناقشة المضمون مع غيره أو عرض ملخص له ، او عرض ابرز نقاطه . - يعطي تقديمات شفهيّة عن موضوع من المواضيع المدروسة يبرهن فيها عن فهمه للموضوع ويعطي بعض المعلومات والتّفاصيل المرتبطة بالموضوع وتكوّن المعلومات الّتي يعطيها منظّمة (هناك بداية ونهاية) ويعطي رأيه بالموضوع. - يستخلص النّتائج.	- ينطلق من النّص للتكلّم عن قضايا مشابهة. - يعبّر عمّا فهمه من النّصّ. - يستخدم المفاهيم الّتي اكتسبها من النّص للتّعبير عن مواقف من وحي النّصّ. - يعطي تقديمات شفهيّة عن موضوع من المواضيع المدروسة يبرهن فيها عن فهمه للموضوع ويعطي بعض المعلومات والتّفاصيل المرتبطة بالموضوع وتكوّن المعلومات الّتي يعطيها منظّمة (هناك بداية ونهاية) . - يعطي رأيه بالموضوع المدروس .	- يعبّر عن فهمه للنّصّ فهمًا مجملًا مشافهةً . - يبدي رأيه في مسائل مطروحة . - يعبر عن فهمه لموضوع من المواضيع المطروحة من خلال ذكر المعلومات والتّفاصيل الواردة فيه.

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التعبير عن فهم المسموع	- يبدي رأيه في مسائل مطروحة - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يتحدّث بلغة فصحى مبسّطة عن معلومات، موضوع عنه، أورحلة سمع عنها.	- يقارن ما يسمع بمعلوماته السّابقة - يبدي رأيه في مسائل مطروحة - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يتحدّث بلغة فصحى مبسّطة عن معلومات، موضوع عنه، أورحلة سمع عنها.	- يتحدّث بلغة فصحى مبسّطة عن معلومات، موضوع قرأ عنه، مشاهدات، أورحلة سمع عنها. - يعطي تقديمات شفهيّة عن موضوع من المواضيع المدروسة يبرهن فيها عن فهمه للموضوع. - يحدّد الفكرة الرئيسة والتّفاصيل في ما يسمع من تقديمات شفهيّة أو عرض تلفزيونيّ - يميّز بين الرّأي والحقيقة في ما يستمع إليه - يبدي رأيه في مسائل مطروحة - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا.	- يلخّص النّصّ. - يبدي رأيه في مسائل مطروحة - يحدّد الفكرة الرئيسة والتّفاصيل في ما يسمع من تقديمات شفهيّة أو عرض تلفزيونيّ. - يميّز بين الرّأي والحقيقة في ما يستمع إليه. - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يستخلص النّتائج. - يعطي معنى للمفردات غير المألوفة من خلال سياق القصّة المسموعة.	- يبدي رأيه في مسائل مطروحة مقدّمًا الحجج والبراهين التي تدعم رأيه أو تدحض آراء الآخرين. - يحدّد الفكرة الرئيسة والتّفاصيل في ما يسمع من تقديمات شفهيّة أو عرض تلفزيونيّ. - يميّز بين الرّأي والحقيقة في ما يستمع إليه - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يعطي معنى للمفردات غير المألوفة من خلال سياق القصّة المسموعة.	- يبدي رأيه في مسائل مطروحة. - يصغي باهتمام لما يقال ويطرح أسئلة ذات معنى. - يحدّد الفكرة الرئيسة والتّفاصيل في ما يسمع من تقديمات شفهيّة أو عرض تلفزيونيّ. - يميّز بين الرّأي والحقيقة في ما يستمع إليه. - يعبر عن فهمه لموضوع من المواضيع المطروحة من خلال ذكر المعلومات والتّفاصيل الواردة فيه. - يطرح أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يجيب عن أسئلة تتعلّق بالموضوع المطروح سمعيًّا. - يعطي معنى للمفردات غير المألوفة من خلال سياق القصّة المسموعة. - يعيد سرد القصّة المسموعة. - يلخّص الأفكار الأساسية في النصّ المسموع. - يبدي رأيه بالموضوع المطروح مقدّمًا الحجج والبراهين التي تدعم رأيه أو تدحض آراء الآخرين. - يربط بين تجربته الخاصّة والنصّ المسموع. Text to self

التّدرّج العاموديّ. الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

استخدام ادوات اللغة	- يروي القصص بصيغة الماضي. - يطرح أسئلة مستخدما أدوات اللاستفهام المناسبة - يطبّق المكتسبات اللّغويّة في التّعبير الشّفهيّ. - يطابق في حديثه الفعل والفاعل ، النعت والمنعوت من حيث التذكير والتأنيث والعدد (مفرد وجمع) . - يستخدم الضمائر المنفصلة بالشكل الملائم. - يطابق في حديثه الفعل والضمائر المنفصلة. - يستخدم صيغة الافعال بالشكل الملائم . - يستخدم المفردات التي تدل على الزمان والمكان بطريقة صحيحة.	- يطرح أسئلة مستخدما أدوات اللاستفهام المناسبة - يطبّق المكتسبات اللّغويّة في التّعبير الشّفهيّ. - يروي القصص بصيغة الماضي. - يطابق في حديثه الفعل والفاعل ، النعت والمنعوت من حيث التذكير والتأنيث والعدد (مفرد ، مثنى وجمع) . - يستخدم الضمائر المنفصلة بالشكل الملائم. - يطابق في حديثه الفعل والضمائر المنفصلة. - يستخدم صيغة الافعال بالشكل الملائم . - يستخدم المفردات التي تدل على الزمان والمكان بطريقة صحيحة.	- يوظّف مكتسباته من الأسماء، المفردات، والعبارات في المحادثة والتعبير. - يطرح أسئلة مستخدما أدوات اللاستفهام المناسبة - يستخدم في تقديماته الشّفهيّة محسّنات صوريّة (تشبيه، سجع، جناس) - يطابق في حديثه الفعل والفاعل ، النعت والمنعوت من حيث التذكير والتأنيث والعدد (مفرد ، مثنى وجمع) . - يستخدم الضمائر المنفصلة بالشكل الملائم. - يطابق في حديثه الفعل والضمائر المنفصلة. - يستخدم صيغة الافعال بالشكل الملائم . - يستخدم المفردات التي تدل على الزمان والمكان بطريقة صحيحة.	- يستخدم مخزونه اللّغوي من المفردات والتّراكيب في السّياق الملائم. - يستخدم تعابير مكتسبة ويغنيها ببعض الاضافات الذّاتيّة عند التحدث والحوار والعرض . - يوظّف ما درسه من قواعد النحو. - يوظّف ما اكتسبه من دراسة القواعد الصّرفيّة وادوات اللغة (الاستفهام التعجب ...) في السياق الملائم لايصال المعنى - يستخدم في تقديماته الشّفهيّة محسّنات صوريّة وصوتيّة تجذب المستمع (تشابيه, تسيجع, جناس, طباق)	- يستخدم مفردات وتعابير مكتسبة, ويغنيها ببعض الإضافات. - يتمرّس في استخدام الفعل (كان) لغايتي الوصف والسّرد. - يتعرّف تقنيات الحوار. - يوظّف المكتسبات اللغوية في التّعبير الشّفهي - يستخدم تقنيّات التّعبير الملائمة للموضوعات. - يوظّف ما درسه من قواعد النحو. - يستخدم في تقديماته الشّفهيّة محسّنات صوريّة وصوتيّة تجذب المستمع (تشبيه, سجع, جناس, طباق توريّة)	- يطبّق المكتسبات اللّغويّة في التّعبير الشّفهيّ. - يوظّف ما درسه من قواعد النحو. - يستخدم تعابير مكتسبة واغنائها ببعض الاضافات الذّاتيّة. - يعبّر عن المعنى الواحد بأساليب مختلفة - يستخدم تقنّيات التّعبير الّتي اكتسبها المتعلّم من الدّروس السّابقة (السّرد – الحوار – الوصف – الاستفهام...) - يستخدم مجموعة جديدة ومهمّة من المفردات والمعاني في جملٍ مفيدة وفي مواقف مختلفة.

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	الصف الأول	الصف الثاني	الصف الثالث	الصف الرابع	الصف الخامس	الصف السادس
القراءة						
الصوتيات	- يتّعرف الحرف الأبجدي بشكله الأصلي كما بأشكاله المختلفة في الكلمة - ينطق أصوات الحروف نطقًا سليمًا - يميّز الحروف الأبجدية سمعًا، لفظًا، وشكلاً - يميّز الحرف مع أصواته القصيرة (الحركات ـَ ـُ ـِ) سمعًا، لفظًا، وشكلاً - يميّز الحرف مع أصواته الطّويلة (أحرف المدّ ا و– ي) سمعًا، لفظًا، وشكلاً - يميّز الأصوات القصيرة من الأصوات الطّويلة سمعًا ولفظًا وشكلًا وكتابة - يتعرف بالتّنوين (ـٌ ـٍ ـاً) - يقرأ الحروف المنونة قراءة صحيحة - يقرأ الحروف مع المدود - يقرأ الحروف مع الشدة - ينطق أصوات الحروف نطقًا سليمًا - يجزئ الجمل إلى كلمات	- ينطق الحروف نطقًا سليمًا ينطق الأصوات المتقاربة لفظًا نطقًا سليمًا - يثبت معرفته للعلاقة بين الحروف وأصواتها المختلفة، الأصوات بالحركات القصيرة والمدود الطويلة، الحروف الساكنة، وبتنوين الفتح والضم والكسر، اللام القمرية والشمسية بأن: - ينطق الحروف الهجائية نطقًا سليمًا - ينطق الأصوات المتقاربة لفظًا نطقًا سليمًا - يهجئ الكلمات باستخدام أصوات الحروف المختلفة (مع الحركات والمدود) - يقرأ مستخدمًا استراتيجيات التقطيع الصوتي	- يقرأ الحروف الساكنة، ومع الحركات القصيرة (الفتحة والضمة والكسرة)، ومع المدود (الالف والياء والواو) بالشكل الصحيح منفردة أو متصلة بمختلف أشكالها ومواقعها في الكلمات - يوظف ما اكتسبه في السنوات الماضية من مهارات القراءة الصحيحة - يقرأ مراعيًا التّنوين - يقرأ مراعيًا الشّدّة - يحلل ويركّب المقاطع الصّوتيّة لقراءة الكلمات (من3- 4 مقاطع صوتية)	- يلفظ الأحرف المتقاربة، بلفظًا جيّدًا عند قراءتها - يستخدم معرفته لصوت الحرف لمساعدته على تهجئة الكلمات الجديدة. - يستخدم معرفته للحركات (ضمة ، فتحة، كسرة، وتنوين الفتح والكسر والضّم واللّام القمرية والشّمسيّة وهمزتا الوصل والقطع والتاء المربوطة والهاء في آخر الكلمة) لمساعدته على القراءة بشكل سليم.	- يقرأ نصوصًا متنوعة قراءة جهريّة صحيحة معبّرة مراعيًا جميع معايير القراءة الصّحيحة (الحركات، الوصل، الشّدّة، التنوين، الهمزة في جميع مواقعها، اللفظ السّليم، علامات الوقف...)	- يقرأ نصوصًا متنوعة قراءة جهريّة صحيحة معبّرة مراعيًا جميع معايير القراءة الصّحيحة (الحركات، الوصل، الشّدّة، التنوين، الهمزة في جميع مواقعها، اللفظ السّليم، علامات الوقف...)
الوعي الصوتي	- يجرد الحرف وأصواته من الكلمات سمعيًا	- يميز بين الحروف المتقاربة لفظًا	- يميز بين الحروف المتقاربة لفظًا سمعيًّا	- يعتاد التقطيع الشعري / العروض آخذا بعين الاعتبار الاحرف الشمسية والقمرية،	- يلحظ دور حروف المدّ في إضفاء النّغم والموسيقى على أجواء القصيدة.	- يلحظ دور حروف المدّ في إضفاء النّغم والموسيقى على أجواء القصيدة.

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	- يؤلف مقاطع صوتية من أصوات الحروف القصيرة والطويلة سمعيًا - يركب كلمات بسيطة من الحروف وأصواتها القصيرة والطويلة - يركب جملة بسيطة من كلمات تحتوي على الحرف الجديد والحروف الّتي تعلّمها سابقًا الأهداف المضافة المقترحة: - يتعرف الأصوات سمعيًا يميز سمعيًا بين الحروف والكلمات والجمل - ينطق الأصوات نطقا سليما - يحدد الصوت الذي تبدأ أو تنتهي به الكلمة - يميز صوتًا معينًا في مواقع مختلفة من الكلمة - يجزىء الكلمات المسموعة إلى مقاطع صوتية - يدمج الأصوات والمقاطع لتركيب كلمات - يتلاعب بأصوات الكلمات ومقاطعها لإنتاج كلمات جديدة بالحذف والإضافة والتعويض - يتعرف كلمات تنتهي بإيقاع صوتي مماثل (كلمات مقفاة/مسجعة)، وينتجها	- يحدد الصوت الذي تبدأ به الكلمة أو تنتهي - ينطق الأصوات نطقا سليما - يجزّئ الكلمات المسموعة إلى مقاطع صوتية - يدمج الأصوات والمقاطع لتركيب كلمات من ثلاثة إلى أربعة حروف - يتلاعب بأصوات الكلمات ومقاطعها لإنتاج كلمات جديدة بالحذف والإضافة والتعويض - يتعرف كلمات تنتهي بإيقاع صوتي مماثل (كلمات مقفاة/ مسجعة)، وينتجها - يميز بين الكلمات المتشابهة والكلمات المسجّعة - يضيف أو يحذف حروفًا من الكلمة ليستخرج كلمات جديدة منها		الحرف المضعّف والوصل.	- يعي أهميّة تكرار بعض الحروف في الكتابة الشّعريّة. -يتعرّف على الرويّ الشعريّ. - يلحظ التكرار المتوازن - يميّز التّوازي من التوازن - يعتاد التقطيع الشعري / العروض آخذا بعين الاعتبار الاحرف الشمسية والقمرية، الحرف المضعّف والوصل.	- يعي أهميّة تكرار بعض الحروف في الكتابة الشّعريّة. -يتعرّف على الرويّ الشعريّ. - يلحظ التكرار المتوازن - يميّز التّوازي من التوازن - يعتاد التقطيع الشعري / العروض آخذا بعين الاعتبار الاحرف الشمسية والقمرية، الحرف المضعّف والوصل.

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	- يركّب كلمات تتألف من ثلاثة إلى أربعة حروف					
الطّلاقة	- يقرأ جملاً قصيرة ومألوفة - يقرأ جملاً قصيرة ألّفها مسبقًا من أصوات وتراكيب مدروسة - يقرأ قراءة سريعة، صحيحة المخارج، مع التنغيم وحسن الربط بين الكلمات، ومراعاة علامات الوقف. - يقرأ مستخدمًا استراتيجيات التقطيع الصوتي - يتعرف المفردات البصرية المناسبة لمستوى الصّفبسرعة ودقة متزايدتين - يقرأ مقاطع وكلمات وجملاً بسيطة بسرعة ودقة - يقرأ جملاً قصيرة بسرعة مناسبة للفئة العمرية - يقرأ نصوصًا بسيطة ومتنوعة بدقة وسرعة مناسبة لمستوى الصف. - يراعي علامات الترقيم المناسبة لمستوى الصف. - يستخدم إيقاعًا صوتيًا معبرًا مناسبًا لمستوى الصف. - يلقي قصيدة مراعيًا التّنغيم الملائم - يقرأ المفردات البصرية المناسبة لمستوى الصّف	- يقرأ قراءة صحيحة مراعيًا لفظ الحروف لفظًا سليمًا - يقرأ قراءةً سريعة لاحظا الوصل بين الكلمات - ينغم صوته بحسب المعنى - يحاكي قراءة المعلم النموذجية - يقرأ كلمات، مقاطع وجملاً بسرعة ودقة - يقرأ نصوصًا متنوعة بدقة وسرعة وإيقاع صوتي معبر - يقرأ قراءة جهرية معبرة مع مراعاة علامات الترقيم التي تساعده ومستمعيه على فهم المعنى - يصغي إلى القراءة الجهرية ويشارك في القراءة المشتركة - يقرأ الكلمات البصرية - يلقي قصيدة مراعيًا التّنغيم الملائم	- يقرأ قراءة صحيحة مراعيًا لفظ الحروف لفظًا سليمًا - يقرأ قراءة صحيحة مراعيًا التنغيم والنبرة وفاقًا لما يفهم من النص المقروء - يقرأ قراءةً سريعة بالربط بين الكلمات - ينغم صوته بحسب المعنى - يُصحّح ذاتيًّا العثرات الّتي يقع فيها أثناء جهره النّصّ. 1. القراءة الصحيحة: - يقرأ قراءة صحيحة مراعيًا لفظ الحروف لفظًا سليمًا - يميز لفظ الكلمات المبتدئة بهمزة القطع (أ) مع دخول "أل" التعريف، والحروف "ب- ف- ك- ب-" عليها سمعيّا، وبصريًّا - يميز لفظ "وا" الجماعة المضافة إليها الألف وذلك مع الأفعال في صيغ الماضي والمضارع والأمر سمعيًّا وبصريًّا - يميز الياء المشدّدة في آخر الكلمات سمعيًّا وبصريًّا 2. التنغيم: - يقرأ قراءة صحيحة مراعيًا	- يقرأ قراءة معبّرة يراعي فيها مخارج الحروف وعلامات الوقف والنّبر والتّغيم، والضّبط بالشّكل. - يُصحّح ذاتيًّا العثرات الّتي يقع فيها أثناء جهره النّصّ. - يمثّل دورًا مع مراعاة النّبر والتّنغيم، والوقف الصّحيح والتّلوين الصّوتي. - يلقي قصيدة مراعيًا الموسيقى الشّعريّة والمعنى. - يلقي قصيدة من الذّاكرة. - يقرأ نصوصًا متنوعة قراءة جهريّة صحيحة معبّرة (الوصف والسّرد والشعر) . - يستخدم معرفته لصوت الحرف لمساعدته على تهجئة الكلمات الجديدة. - يستخدم معرفته للحركات (ضمة ، فتحة، كسرة، وتنوين الفتح والكسر والضّم واللّام القمرية والشّمسيّة وهمزتا الوصل والقطع والتاء المربوطة والهاء في آخر الكلمة) لمساعدته على القراءة بشكل سليم. - يقرأ مستخدمًا مهارات القراءة الآليّة	- يقرأ نصًا متماهيًا مع القراءة النّموذجيّة. - يقرأ نصًا مراعيًا التّنغيم الملائم وعلامات الوقف. - يقرأ نصًا بسرعة مناسبة - يلقي قصيدة مراعيًا التّنغيم الملائم - يلقي قصيدة من الذاكرة - يعبر عن فهمه لنص بعد اجراءه قراءة صامتة في وقت ملائم وذلك عبر تمارين كتابية او شفوية . - يتقن قراءة الكلمات البصرية	- يقرأ نصًا قراءة معبرة (مراعيًا جميع علامات الوقف والتنغيم) . - يقرأ نصًا قراءة صحيحة . - يلقي نصًّا شعريًّا إلقاءً معبرًا - يُصحّح ذاتيًّا العثرات الّتي يقع فيها أثناء جهره النّصّ. - يلقي قصيدة مراعيًا الموسيقى الشّعريّة. - يقرأ نصوصًا متنوعة قراءة جهريّة صحيحة معبّرة بسرعة مناسبة مراعيًا جميع معايير القراءة الصّحيحة (الحركات، الوصل، الشّدّة، التنوين، الهمزة في جميع مواقعها، اللفظ السّليم، علامات الوقف...) - يتقن قراءة الكلمات البصرية - يعبر عن فهمه لنص بعد اجراءه قراءة صامتة في وقت ملائم وذلك عبر تمارين كتابية او شفوية .

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	مستخدمًا استراتيجية التعرف الكلي الفوري		التنغيم والنبرة وفاقًا لما يفهم من النص المقروء - يقرأ قراءة جهرية معبرة مع مراعاة علامات الترقيم التي تساعده ومستمعيه على فهم المعنى (النقطة، الفاصلة، علامة التعجب، علامة الاستفهام، الشرطة للحوار) - يلقي القصيدة الشعرية إلقاءً تعبيريًا 3. السرعة: - يقرأ قراءةً سريعة لاحظا الوصل بين الكلمات - يقرأ الكلمات البصرية بطريقة كلّيّة وبسرعة مناسبة. - يتعرف الكلمات بسرعة ودقة معتمدا على مخزونه من الكلمات البصرية	- يقرأ بطلاقة وبصوت معبّر يعكس فهمه للنّصّ - يقرأ الكلمات البصرية بشكل صحيح	
المعجم اللغوي	- يتعرف مفردات وتعابير جديدة - يتعرف الكلمات الأكثر تكرارًا - يتعرف الأضداد، المرادفات والصفات - يغني أسلوبه بالتّراكيب - يذكر أسماء الأشياء بدقّة ثم - يُعبّر عنها بعفويّة.	- يحدد الكلمات المترادفة والكلمات المتضادة - يحدد الصفات، الأفعال، ظروف الزمان والمكان - يحدد الأفعال ويشرح ارتباطها بالأسماء (يعوي الكلب، يركض الولد، يسبح السمك...) - يستعمل المفردات والتعابير والتراكيب في سياقات جديدة	- يحدد الكلمات المترادفة والكلمات المتضادة. - يحدد الصفات المناسبة للموصوف(عددًا وجنسًا) - يحدّد ظروف الزمان والمكان ويميّز بينهما - يحدد الأفعال ويشرح ارتباطها بالأسماء (يعوي الكلب، يركض الولد، يسبح السمك...)	- يستعمل الاشتقاق بالاعتماد على الوعي المرفولوجي. -يكوّن جملة فيها فعل واحد بمعنيين مختلفين. - يباشر بعمليّة الوصف مع استخدام مجموعة من التّعابير المناسبة الموضوعة في تصرفه. - يبحث في المعجم لفهم معاني بعض المفردات. - يتحاشي التّكرار في الجملة الواحدة.	- يوظف المخزون اللغوي الجديد في تعبيره الشفوي والكتابي - يستخدم مفردات وتراكيب وتعابير جديدة متعلقة بالمحاور المعمول بها في تعبيره الشفوي والكتابي - يستخدم المعجم بالطريقة الملائمة للبحث عن معاني بعض المفردات والتّعابير - يستخدم المعاني المختلفة	- يحدد ويوظّف قيمة اسلوبيّ النّداء والتّعجّب ودورهما في بعض أنماط الكتابة الأدبيّة. - يحدد دلالة الأمر في مواقع مختلفة. - يستخدم المعجم بالطريقة الملائمة للبحث عن معاني بعض المفردات والتّعابير ودلالاتها - يبحث في المعاجم عن الحقل المعجمي للكلمة وعن

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	- يميز بين الأشياء والأشخاص من حوله بحسب خصائصها - يفهم معاني المفردات الجديدة من السياق والرسوم - يذكر أسماء الأشياء بدقة ثم يعبر عنها بعفوية)) - يسمي مفردات متضادة - يسمي مفردات مترادفة - يسمي صفات للمفردات - يغني أسلوبه بالتّراكيب اللغوية بطريقة متزايدة - يدرك أن بعض الكلمات قد تتشابه شكلاً وتختلف في معانيها (تعلّم الجناس: حَب، حُب) - يلاحظ الجذور في الكلمات المختلفة : "مكتبة" من الجذر "كتب"	- يدرك أن بعض الكلمات قد تتشابه شكلاً وتختلف في معانيها (تعلّم الجناس: حَب، حُب) - يلاحظ الجذور في الكلمات المختلفة : "مكتبة" من الجذر "كتب" - يكتشف معاني الكلمات الجديدة باستخدام القاموس المبسط المصور - يفهم المفردات ويبني العلاقات فيما بينها باستخدام استراتيجية المفردات (خريطة الكلمة- شبكة المفردات- عائلة الكلمة- المعاني المتعددة – مفاتيح السياق – الصفة المضافة)	- يستعمل المفردات والتعابير والتراكيب في سياقات جديدة - يفهم معنى الكلمة بالعودة الى جذرها - يستخدم استراتيجيات المفردات لتحديد مختلف استخداماتها ووظائفها في الكلام - يوظف استراتيجيات المفردات أثناء القراءة لفهم المقروء - يكتشف معاني المفردات مستخدمًا سياق الكلمات والجمل والفقرات	- يُحاكي بعض الأساليب التّعبيرية. - يوضح معاني المفردات والتّعابير بحسب ورودها في سياق النّصّ. - يستعمل صيغة التّعجب والتفضيل. - يتعرّف ألفاظ وتراكيب عمليّة متعلقة بموضوع محدّد . - يكتشف التّضاد في النّص ودلالاته - يحدّد المفردات بدقة في دلالاتها كمفردات وأضداد. - يميّز بين دلالات الفعل وفاقًا لوروده في الجملة. - يحلّل المعاني والدّلالات ويختار الأكثر ملاءمة للمعنى . - يبحث في الموسوعات والمراجع والمعاجم عنن معلومات محدّدة - يستخدم مخزونه اللّغوي من المفردات والتّراكيب في السّياق الملائم. - يحاكي التّراكيب الصّرفيّة والنّحويّة الواردة في النّص. - يستخدم تعابير مكتسبة ويغنيها ببعض الاضافات الذّاتيّة. - يميّز بين الفروقات الدّقيقة في معاني بعض الألفاظ ويستعملها في أساليب مختلفة. - يميّز بين المعنى الحقيقي	للفعل الواحد في جمله - يلائم بين مجموعات من الأسماء المتقاربة المعنى. - يعرف ما يرمي إليهه الكاتب من خلال استخدام (التشابيه) - يعرف قيمة التّكرار وأبعاده في التّعبيرين الشّفهي والكتابيّ - يقوم بالاشتقاق القياسي بالاعتماد على الوعي المرفولوجي. - يستخدم المشجرات في الاشتقاق بالاعتماد على الوعي المرفولوجي. - يوضح معاني المفردات ويحدد دلالاتها. - يستعمل بعض الألفاظ بمعنييها الحقيقي والمجازي - يستعين ببعض الأمثال الشعبيّة بحسب مناسبات استعمالها - يُجيد استعمال بعض وجوه الإستفهام - يستخدم أساليب استفهامية متنوعة في صياغة جمله - يستخرج أضداد ومعاني بعض الكلمات بالعودة إلى النّص - يميّز بين معنى الكلمة أو العبارة ودلالتيهما.	دلالاتها. - يوظف المخزون اللغوي الجديد في تعبيره الشفوي والكتابي - يستخدم المعاني المختلفة للفعل الواحد في جمله - يُميّز بين حقول الدّلالة والحقول المعجميّة. - يوظّف أدوات الربط في سياق الكلام - يميّز النعت والمنعوت - يتعرّف بعض الصّيغ الجديدة، كجواب اذا، و"الا" الحصريّة. .- يتمرّس بالوصول إلى المعنى الواحد بأساليب مختلفة. - يفهم المعاني الحقيقيّة للصّور المجازيّة وتحديد دلالاتها. - يتعرّف مجموعة جديدة ومهمّة من المفردات والمعاني ويتدرّب على حسن استخدامها في جملٍ مفيدة وفي مواقف مختلفة. - يحدّد أسلوب المقابلة. - يكتشف معاني المفردات مستخدمًا سياق الكلمات والجمل والفقرات - يكتشف معاني الكلمات من

التّدرّج العاموديّ.

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				والمعنى المجازي في السّياق التّعبيري. - يتعرّف بعض أدوات الاستفهام، ويحسن استخدامها. - يتعرّف بعض أوجه أسلوب النّداء ويستخدمها في التّعبير. - يتعرّف أسلوب الطّلب بفعله وجوابه. - يفهم المعاني الحقيقيّة المجازيّة بالمحاكاة، ويستعمل حروف المعاني. - يفهم دلالات النّص ومعاني مفرداته. - يكتشف معاني المفردات مستخدمًا سياق الكلمات والجمل والفقرات - يكتشف معاني الكلمات من خلال تحليل جذورها واشتقاقها - يستعمل تعابير: سجع وجناس وتشبيه	- يحدد دلالات مفردات وتعابير مستخرجة من النّص. - يصنّف المفردات في حقول دلاليّة. - يتعرّف إلى نظام لغته العربيّة في بناها الوظيفيّة وأساليبها الجماليّة. - يستخدم بعض الصّيغ الكلاميّة ويوظفها في التّعبير الصّحيح. - يميّز أنواع الاسم (الكنية – اللّقب – العلم) - يميّز بين المعنى المعنويّ والمعنى المجازيّ. - يميّز بين اللّفظ العاميّ واللّفظ الفصيح - يميّز بالمحاكاة بين الواو العاطفة والواو الحاليّة. - يكتشف معاني المفردات مستخدمًا سياق الكلمات والجمل والفقرات - يكتشف معاني الكلمات من خلال تحليل جذورها واشتقاقاتها	خلال تحليل جذورها واشتقاقاتها
التّفاعل مع النّص	- يتعرف معلومات جديدة من النصوص المقروءة - يدرك معنى ما يقرأ - يتفاعل مع النص المقروء	- يجيب عن أسئلة النص - يطرح أسئلة مستخدمًا أدوات الاستفهام المناسبة - يرتب الجمل بحسب تسلسل الأحداث	- يحدد عناصر النص الشعري - يطرح أسئلة مستخدمًا أدوات الاستفهام المناسبة (أين، من، ماذا، كيف، هل،	- يكتسب معلومات متعلقة بالنصوص المُعالجة. - يحدّد الإطارين الزّماني والمكاني لحوادث الأقصوصة وللأفلام.	- يتعرّف إحدى طرائق الرّبط بين مقدّمة النّصّ وصلبه. - يفهم العلاقة بين مقدّمة النّصّ وخاتمته.	- يتعرّف إحدى طرائق الرّبط بين مقدّمة النّصّ وصلبه. - يفهم العلاقة بين مقدّمة النّصّ وخاتمته. - يقسم النّصّ إلى أقسامه

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	- يصف دور الكاتب والرسام في أي كتاب - يستخرج معلومات مباشرة من نص مقروء ملائم لمستواه - يستخرج معلومات غير مباشرة (ضمنية) من نص مقروء ملائم لمستواه - يذكر الفكرة الرئيسية في النصوص التي يقرؤها - ينظم الأفكار والمعلومات مستخدمًا الجداول والرسومات كرسم "فن" Venn وشبكات المعلومات - يميز أنواع النصوص مستخدما معلوماته السابقة والتعلم الحالي - يطرح ويجيب عن أسئلة بسيطة تتعلق بالنص - يفهم المقروء مستخدمًا استراتيجيات الفهم القرائي (ما قبل القراءة-التوقع، فهم المقروء، ما بعد القراءة-تحليل وإبداء الرأي) - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات - يُبدي رأيه بالنص المقروء معللاً ومقدّمًا البراهين المناسبة .	- يفكر بأسباب مشكلة ما، نتائجها، والحلول الممكنة - يحلل عناصر القصة - يصف المشاعر ويحلل الأسباب الكامنة وراءها - يفهم المقروء مستخدمًا استراتيجيات الفهم القرائي (ما قبل القراءة-التوقع، فهم المقروء، ما بعد القراءة-تحليل وإبداء الرأي) - يعبر عما فهم مستخدمًا الرسم أو الكتابة - يميز أنواع النصوص مستخدمًا معلوماته السابقة وتجاربه . - يحدد الفكرة الرئيسية والأفكار الثانوية في النصوص التي يقرؤها - يرتب الأفكار الرئيسية للفقر المختلفة في النصوص التي يقرؤها - ينظم الأفكار والمعلومات مستخدمًا الجداول والرسومات كرسم "فن" Venn وشبكات المعلومات - يتوقع مضمون المقروء قبل القراءة مستخدِمًا الاستراتيجيات المناسبة - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات	لماذا) - يرتب الجمل بحسب تسلسل الأحداث. - يفهم أقسام النص يحدد الفكرة الرئيسية والأفكار الثانوية في النصوص التي يقرؤها. - يفهم المقروء مستخدمًا استراتيجيات الفهم القرائي (ما قبل القراءة-التوقع، فهم المقروء، ما بعد القراءة-تحليل وإبداء الرأي) - يربط بين حدث أو أكثر في النصّ بتجربته الخاصّة (self to text) - يجد علاقة بين نصّ وآخر من خلال المقارنة بين شخصيات أو أحداث (text to text) - يربط أحداث النصّ بأمور تحدث في العالم (text to world) - يعبر عما فهم مستخدمًا الكتابة، والرسم كنشاط مكمل - يميز أنواع النصوص مستخدمًا معلوماته السابقة وتجاربه - يستخرج معلومات مباشرة من نص مقروء ملائم لمستواه - يستخرج معلومات ضمنية من نص مقروء ملائم لمستواه	- يحدّد عناصر الأقصوصة المقدّمة- العقدة – الحل – الشّخصيّات. - يجيب عن الأسئلة المطروحة بجمل تامة تعكس فهمه للنص المجمل والمفصّل . - يفكّك النّص إلى أجزائه الرئيسة، والفرعيّة ، ويفهم محتواها والرّوابط بينها. - يحلّل المعلومات الواردة في النّص (حقيقيّة وخياليّة) - يبدي الرأي في المعلومات الواردة في النّص. - يتعرّف أسلوب النصّ التّواصلي. - يستعمل أسلوب الوصف الدّقيق (وصف صورة ديناصور) - يفهم تقاطع المواد . - يفكّك بناء النّصّ(المقدمة – السّياق (مجرى الأحداث – العقدة – الخاتمة أو الحلّ) - يركّب نصّ مصوّر . - يتصوّر خاتمة للنصّ (طرد الهرّ- مثلًا – أو إبقاؤه في المنزل) -يتعرّف خصائص الأسلوب العلميّ . - يقابل ويقارن بين شيئين أو حدثين أو شخصيتين .... - يصف بعض الأشخاص. - يميّز بين أساليب الكتابة وفاق	- يجيب عن أسئلة متعلقة بالنص الشعري أو النثري تعكس فهمه المجمل ثم المفصّل له كتابيًّا - يستخلص الفكرة الرّئيسيّة الّتي يدور حولها النّصّ. - يكتسب معلومات متعلقة بالنصوص المُعالجة وذلك عبر مناقشتها ومقارنتها وذكرها وتوظيفها في التمارين الكتابية. - يستخدم المراجع والمعاجم وسائر مصادر المعلومات عن طريق البحث والاستكشاف والعمل الفريقيّ بهدف التعلم الذاتي . - يفهم نصًا شعريًا يعتمد المجاز. - يحدد زمن الفعل والغاية المرجوة من استخدامه - يحدد خصائص اسلوب الحوار والأسلوب السّرديّ والوصفيّ. وفنّ السيرة . - يلخص نصًا - يحدد الشّخصيّات الرئيسيّة والثّانويّة ويحلّلها. - يربط بين النّص الشعري والنثري - يستخدم أسلوب السّيرة - يحدد خصائص البحث العلميّ بهدف اتباع الموضوعيّة.	الرّئيسة ويكتشف مفاصله بحسب تدرّج الأفكار. - يميّز بين عناصر القصّة. - يميّز أسلوب السّرد عبر تحديد مؤشراته . - يميّز أسلوب الوصف عبر تحديد مؤشراته. يميّز أسلوب الحوار عبر تحديد مؤشراته. - يستخرج الأساليب المعتمدة في كتابة نصٍّ ما. - يفهم نصًا شعريًا يعتمد المجاز. - يميّز بين أسلوبيّ السّرد والتّقرير ويعرف أحوال الأفعال المطابقة لهما أزمنة وصيغًا. - يقارب شكل الأقصوصة وأركانها الأساسيّة. - يعرف نوع النّص والتقنيّة المستعملة في كتابته. - يُميّز نوع النّصّ: أدبي – تواصلي – تقريري – اخباري – ابلاغي... من خلال التّقنيّات المستعملة في كتابته. - يعبّر عمّا فهمه من النّصّ - يعرف موضوع النّصّ والكلمة المفتاح فيه. - يفهم النّصّ فهمًا مجملًا

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

	- يتبع تعليمات متعددة الخطوات - يعبر عمّا فهم مستخدمًا الرسم أو الكتابة	- يُبدي رأيه بالنص المقروء معللاً ومقدّمًا البراهين المناسبة - يستثمر المقروء في إعادة إنتاجه وفي إنتاج مخرجات جديدة - يتبع تعليمات من عدة خطوات - يجيب عن أسئلة النص - يفكر بأسباب مشكلة ما، نتائجها، والحلول الممكنة - يحلل عناصر القصة - يصف المشاعر والمواقف ويحلل الأسباب الكامنة وراءها - يربط بين حدث أو أكثر في النصّ بتجربته الخاصّة (self to text) - يجد علاقة بين نصّ وآخر من خلال المقارنة بين شخصيات أو أحداث (text to text) - يربط أحداث النصّ بأمور تحدث في العالم (text to world)	- يرتب الأفكار الرئيسية للفقر المختلفة في النصوص التي يقرؤها - ينظم الأفكار والمعلومات مستخدمًا الجداول والرسومات كرسم "فن" Venn وشبكات المعلومات - يتوقع مضمون المقروء قبل القراءة مستخدِمًا الاستراتيجيات المناسبة - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات - يُبدي رأيه بالنص المقروء معللاً ومقدّمًا البراهين المناسبة - يستثمر المقروء في إعادة إنتاجه وفي إنتاج مخرجات جديدة - يجيب عن أسئلة النص - يفكر بأسباب مشكلة ما، نتائجها، والحلول الممكنة - يحلل عناصر القصة - يصف المشاعر والمواقف ويحلل الأسباب الكامنة وراءها.	أغراضها(وصف- حوار - سرد). - يرتّب الأفكار وفاقًا لتسلسلها الزمني. - يربط بين الفكرة الرئيسة في الفقرة الأولى والأفكار الرئيسة في الفقرات الّتي تليها. - يتّخذ موقف، والدّفاع عنه ببراهين وحجج دامغة. - يحلّل الشّخصيّات - يفسّر أمر ما متعلق بومضوع النص. - يستخدم الفهارس وعناوين الفصول والحواشي للوصول إلى المعلومات الّتي يحتاجها ولمساعدته على فهم النّصوص - يطرح ويجيب عن أسئلة مباشرة حول النصّ - يميّز أحداث في بداية القصّة، ووسطها، ونهايتها. - يطرح ويجيب عن أسئلة تحليليّة/ غير مباشرة حول النصّ - يميّز الشخصيات الرئيسة والثّانوية في النّصّ (يميّز بين عناصر القصّة). - يحدّد الأحداث الأساسيّة والثّانوية في النّصّ.(يميّز بين عناصر القصّة). - يتعرّف القضايا العاطفية والاجتماعية والاخلاقية في	- يربط النّصّ بمعلوماتٍ مكتسبة من دروس الجغرافيا والعلوم. - يربط الذّصّ بمعلوماتٍ مكتسبةٍ من دروس القواعد اللّغويّة ووسائل الإعلام والموسوعات. - يستخدم الفهارس وعناوين الفصول والحواشي للوصول إلى المعلومات الّتي يحتاجها ولمساعدته على فهم النّصوص - يطرح ويجيب عن أسئلة مباشرة حول النصّ - يميّز أحداث في بداية القصّة، ووسطها، ونهايتها. - يطرح ويجيب عن أسئلة تحليليّة/ غير مباشرة حول النصّ - يميّز الشخصيات الرئيسة والثّانوية في النّصّ (يميّز بين عناصر القصّة). - يحدّد الأحداث الأساسيّة والثّانوية في النّصّ.(يميّز بين عناصر القصّة). - يتعرّف القضايا العاطفية والاجتماعية والاخلاقية في القصة ويناقشها - يُبدي رأيه بالنص المقروء معللاً ومقدّمًا البراهين	ومفصّلًا كتابةً. - يربط النّصّ بما اكتسبه من معلوماتٍ تتقاطع مع مضمونه. - يربط النّصّ بمعلوماتٍ مكتسبة من دروس الجغرافيا والعلوم. - يربط الذّصّ بمعلوماتٍ مكتسبةٍ من دروس القواعد اللّغويّة ووسائل الإعلام والموسوعات. - يقوم بأحداث علميّة مستعملًا المراجع والمصادر الملائمة - يستخدم الفهارس وعناوين الفصول والحواشي للوصول إلى المعلومات الّتي يحتاجها ولمساعدته على فهم النّصوص - يطرح ويجيب عن أسئلة مباشرة حول النصّ - يميّز أحداث في بداية القصّة، ووسطها، ونهايتها. - يطرح ويجيب عن أسئلة تحليليّة/ غير مباشرة حول النصّ - يميّز الشخصيات الرئيسة والثّانوية في النّصّ (يميّز بين عناصر القصّة). - يحدّد الأحداث الأساسيّة والثّانوية في النّصّ.(يميّز بين عناصر القصّة).

التّدرّج العاموديّ.

الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس.

				القصة ويناقشها - يستخلص عبرة من النّصّ - يتوقع مضمون المقروء قبل القراءة مستخدِمًا الاستراتيجيات المناسبة - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات	المناسبة - يستخلص عبرة من النّصّ - يتوقع مضمون المقروء قبل القراءة مستخدِمًا الاستراتيجيات المناسبة - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات	- يتعرّف القضايا العاطفية والاجتماعية والاخلاقية في القصة ويناقشها - يُبدي رأيه بالنص المقروء معللاً ومقدّمًا البراهين المناسبة - يستخلص عبرة من النّصّ - يتوقع مضمون المقروء قبل القراءة مستخدِمًا الاستراتيجيات المناسبة - يحلل النص المقروء مبيّنًا وجهة نظر الكاتب و/أو الشخصيات

التّدرّج العامودي -الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس - (الأهداف السوداء تنبثق من المنهج اللبناني و الأهداف الزرقاء مُضافة)

	الصف الأول	الصف الثاني	الصف الثالث	الصف الرابع	الصف الخامس	الصف السادس
	الكتابة					
الخط	- يرسم خطوطًا ممهّدة - يكمل رسومًا معيّنة - يكتب الحروف بحسب قاعدة الخط الرّقعي - يرسم الحرف بأشكاله المختلفة مجردا ومع الحركات والتنوين في كلمات. - يرسم كلمات وجمل تتضمن الحروف المتشابهة. - يرسم الحروف المتشابهة مجردة ومع الحركات والتنوين في كلمات. - يترك مسافة بين الكلمة والأخرى - يمسك القلم بالشكل الصحيح. - يتعامل بالشكل السليم مع ادوات الكتابة: مسكة القلم، وضعية الورقة/ الدفتر و وضعية الجسد في الجلوس (رأسه ، يده ، المرفق)	- يرسم الحروف والمقاطع والكلمات مع مراعاة أعراف الخط الرقعي - يرسم الحرف ويكتبه بأشكاله المختلفة مجردا ومع الحركات والتنوين في كلمات. - يرسم الحروف المتشابهة بأشكالها المختلفة مجردة ومع الحركات والتنوين في كلمات. - يكتب بسرعة مناسبة محافظا على وضوح الخط. - يترك مسافة بين الكلمة والأخرى. - يمسك القلم بالشكل الصحيح. - يتعامل بالشكل السليم مع ادوات الكتابة: مسكة القلم، وضعية الورقة/ الدفتر و وضعية الجسد في الجلوس (رأسه ، يده ، المرفق)	- يكتب بخطّ واضح مستخدمًا خطّ الرّقعة ومراعيًا المسافات المناسبة بين الكلمات. - يراعي تناسق حجم الحروف والمسافات بين الحروف وبين الكلمات . - يكتب بسرعة مناسبة محافظا على وضوح الخط.	- يميّز كتابة الأحرف المتقاربة شكلا - يكتب بخطّ واضح وجميل مستخدمًا خطّ الرّقعة ومراعيًا المسافات المناسبة بين الكلمات. - يكتب بسرعة مناسبة محافظا على وضوح الخط.	- يكتب بخطّ واضح وجميل مستخدمًا خطّ الرّقعة ومراعيًا المسافات المناسبة بين الكلمات.	- يكتب بخطّ واضح وجميل مستخدمًا خطّ الرّقعة ومراعيًا المسافات المناسبة بين الكلمات.
النسخ	- يكتب الحروف كتابة صحيحة بحسب أصواتها - يكتب الحروف كتابة صحيحة بحسب مواقعها في الكلمة	- ينسخ فقرة من 2-3 جمل بخط واضح وجميل مستخدمًا الخط الرقعي ومراعيًا أعراف الكتابة، ضمن مهلة زمنية محددة مناسبة للفئة العمرية وللحاجات الخاصة	- ينسخ نصا بالشكل الصحيح وفي وقت محدد.	- ينسخ نصا بالشكل الصحيح وفي وقت محدد.		

التّدرّج العامودي -الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس - (الأهداف السوداء تنبثق من المنهج اللبناني و الأهداف الزرقاء مُضافة)

	- ينسخ مجموعة من الأشكال ، من الأحرف ، ما المقاطع الصوتية أو من الكلمات البسيطة أو جملة بسيطة من الذاكرة بعد معاينتها بصريًا. - ينسخ كلمات وجمل تتضمن الحروف المدروسة مع الحركات والتنوين. - ينسخ كلمات وجمل تتضمن الحروف المتشابهة مع الحركات والتنوين. - يكتب من الأعلى إلى الأسفل ومن اليمين إلى اليسار .	- ينسخ مجموعة من الكلمات البسيطة ، جملة بسيطة أو جمل بسيطة من الذاكرة بعد معاينتها بصريًا. - ينسخ كلمات وجمل تتضمن الحروف المتشابهة مع الحركات والتنوين. - يكتب من الأعلى إلى الأسفل ومن اليمين إلى اليسار .				
الإملاء	- يكتب إملائيًّا أسماء صور تركّز على الحرف المدرّس. - يخترع كتابات جديدة للكلمات الّتي لا يعرفها أو لم يدرسها بشكل صحيح صوتيًّا بحيث يتمكّن الآخرون من قراءتها، مثلًا أن يكتب كلمة (لؤلؤ) الصعبة نوعًا ما عليه هكذا: لأ لأ أو لء لء أو لولو. - يكتب الحروف والمقاطع الخاصة بالحروف المدروسة المملاة عليه. - يكتب كلمات مؤلفة من مقطعين أو ثلاثة مقاطع	- يخترع كتابات جديدة للكلمات الّتي لا يعرفها أو لم يدرسها بشكل صحيح صوتيًّا بحيث يتمكّن الآخرون من قراءتها، مثلًا أن يكتب كلمة (لؤلؤ) الصعبة نوعًا ما عليه هكذا: لأ لأ أو لء لء أو لولو. - يميّز بين الحروف المتقاربة لفظًا - يميز بين الحروف المتقاربة شكلاً - يميز التاء القصيرة أو المبسوطة/المفتوحة أو المربوطة في آخر الكلمة وفاقًا للقاعدة الإملائية	- يكتب كلمات تتضمن حروفًا متشابهة لفظًا كتابة صحيحة. - يكتب كلمات تتضمن حروفًا متشابهة شكلاً كتابة صحيحة. - يكتب كلمات تنتهي بالتاء الطويلة كتابة صحيحة بعد تحليل نوع الكلمة. - يكتب كلمات تنتهي بالتاء مميّزًا بين التاء القصيرة والتاء الطويلة بعد تحليل نوع الكلمة. - يكتب كلمات تنتهي ب "نا" كتابة صحيحة بحسب جنس الإسم او العائد إليه.	- يميّز الحروف المتقاربة لفظًا كتابةً . - يميّز الأحرف المتشابهة بالشكل كتابةً - يميّز الحروف الشّمسيّة من القمرية ، من خلال لفظ لام "ال" مع القمرية، وعدم لفظها مع الشّمسيّة. - يلحظ الحروف الشّمسيّة بوضع فوقها شدّة. - يلحظ الكلمات الّتي فيها ألف ملفوظة غير مكتوبة (الاكتفاء لهذه السّنة بالكلمات : هذا هذه هؤلاء لكنّ أولئك، ذلك). - يكتب الهمزة في أول الكلمة ،	- يكتب التّاء المربوطةً في آخر الاسم الدّالّ على جمع مذكّر عاقل أو غير عاقل - يميّز هذه الأسماء من تلك الّتي تكون تاؤها في الجمع طويلةً، لأن مفردها ينتهي، في الأصل، بتاء طويلة - يكتب "أل " التّعريف في الكلمات المبدوءة بها بعد دخول الأحرف ب – ف – ك – و عليها. - يكتب الألف المقصورة والألف الطّويلة، في آخر الأفعال الماضية والمضارعة بالشكل الصحيح.	- يكتب الألف المقصورة والألف الممدودة في آخر الفعل أثناء الكتابة - يحذف حرف العلّة من آخر الفعل المعتلّ في حالتي الامر والمضارع المجزوم - يميّز كتابيًّا الألف المكتوبة غير الملفوظ بها، والألف الملفوظ بها غير المكتوبة.(معرفة المواضع الّتي تُكتب فيها الألف، ولا يُلفظ بها ومعرفة المواضع الّتي يُلفظ فيها بالألف، ولا تُكتب.) - يميّز كتابيًّا كتابة نون النّسوة المتّصلة بالفعل من "نا" ضمير

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	صوتية للأحرف التي درسها تتضمّن أصوات طويلة أو قصيرة معتمدًا على التحليل السمعي. - يكتب الحرف بأشكاله المختلفة مجردا ومع الحركات والتنوين المملاة عليه في الكلمات . - يكتب الحروف المتشابهة مجردة ومع الحركات والتنوين المملاة عليه في الكلمات . - يكتب تنوين النّصب والضم والجر بالتزامن مع التدريب القرائي عليه. - يكتب كلمات وجمل تتضمن الحروف المدروسة مع الحركات والتنوين المملاة عليه. - يكتب كلمات وجمل تتضمن الحروف المتشابهة مع الحركات والتنوين المملاة عليه. - يلحظ كتابة الشّدّة على الأحرف في الكلمات المملاة مستعينًا بالتحليل السمعي. - يكتب الكلمات البصريّة بشكل صحيح. - يكتب كلمات جديدة مستعينًا بالوعي المرفولوجي للكلمة.	- يميز كتابة الضمير ـه، ـها بحسب جنس الإسم العائد إليه - يميّز كتابة الحروف في بداية الكلمة بعد دخول أل التعريف بالتزامن مع التدريب القرائي للحظ الوصل. - يكتب المقاطع والكلمات المملاة التي تتضمن الحروف المتشابهة لفظًا أو شكلاً. - يكتب تنوين النّصب والضم والجر بالتزامن مع التدريب القرائي عليه. - يكتب كلمات تنتهي بالتنوين كتابة صحيحة مراعيًا الكلمات المنتهية بالتنوين مع الالف. - يكتب الكلمات والجمل المملاة التي تتضمن القواعد الإملائية المدروسة ضمنيا. - يلحظ كتابة الشّدّة على الأحرف الشمسية التي تدخل عليها "ال التعريف " في الكلمات المملاة عليه مستعينًا بالتحليل السمعي. - يلحظ كتابة الشّدّة على الأحرف في الكلمات المملاة عليه مستعينًا بالتحليل السمعي. - يكتب كلمات جديدة مستعينًا بالوعي المرفولوجي للكلمة. - يكتب الكلمات البصرية بشكل صحيح.	- يكتب كلمات تنتهي بالتنوين كتابة صحيحة مراعيًا الكلمات المنتهية بتنوين مع الالف. - يكتب كلمات تنتهي بألف مقصورة كتابة صحيحة - يكتب كلمات تنتهي بياء مشددة كتابة صحيحة - يكتب كلمات تبدأ بهمزة القطع مع دخول أل التعريف "أل"، والحروف "ب- ف- ك- ل" كتابة صحيحة. - يلحظ كتابة الشّدّة على الأحرف الشمسية التي تدخل عليها "ال التعريف " في الكلمات المملاة عليه مستعينًا بالتحليل السمعي. - يلحظ كتابة الشّدّة على الأحرف في الكلمات المملاة عليه مستعينًا بالتحليل السمعي. - يكتب نهاية الأفعال بالشكل الصحيح مستخدمًا الوعي المرفولوجي للكلمة. - يكتب كلمات جديدة مستعينًا بالوعي المرفولوجي للكلمة.	فوف الألف أو تحتها ، بحسب حركتها. - يكتب همزة الوصل بصور صاد صغيرة مقطوعة صـ بعد ميز - يميّز الشّدة والمدّة وما تمثّله كلّ منهما. - يلحظ موضع كتابة الشّدة - يلحظ موضع كتابة المدّة - يلحظ كتابة تنوين النّصب ، بما له من خصوصيّة من تنوين الرّفع والجرّ. - يعرف الأسماء النّكرة المنوّنة تنوين نصب ، والّتي لا تزاد في آخرها" ألف تنوين النّصب". - يكتب همزتيّ القطع والوصل ، بعد دخول "ال" عليهما. - يكتب الكلمات المبدوءة بـ "ال" ، بعد دخول الأحرف و – ف – ب عليها. - يكتب الكلمات المعرّفة بـ "ال" بعد دخول " اللّام" عليها. - يكتب الكلمات المعرّفة بـ"ال" والمبدوءة بـ "لام " بعد دخول اللّام " عليها. - يكتب التّاء في آخر الفعل محدّدا نوعها - يكتب التّاء في آخر الإسم المفرد، سواء أكان علمًا عربيًّا أم اسما مؤنّثًا مفردًا.	- يكتب الهمزة السّاكنة في وسط الكلمة بالشكل الصحيح - يكتب الهمزة المتحرّكة في وسط الكلمة بالشكل الصحيح - يطبّق القاعدة الإملائية الخاصّة بالهمزة المتوسطة بعد حرف المدّ. - يكتب الهمزة المتطرّفة بالشكل الصحيح - في الاملاء: (عناوين الدروس للمراجعة ذُكرت في آخر كتاب القواعد دون لحظ شرح لها في دليل المعلم) - دخول ال على أسماء مبتدئة بحروف شمسيّة وقمريّة. - التنوين : (رفعًا وجرًّا ونصبًا) - الهمزة في أول الكلمة ودخول "ال" على الكلمات المبتدئة بهمزة. - دخول "ال" على الإسم المبتدىء بلام. - دخول اللّام على الأسماء المعرّفة بـ"ال" - الألف الملفوظ بها غير المكتوبة - يعلل كتابة الكلمات.	جمع المتكلّم - يكتب التّاء الطّويلة نهاية الأفعال والأسماء - يكتب التّاء المربوطة نهاية الأسماء - يكتب كاف المخاطبة - يكتب اللّام في الأسماء الموصولة بالشكل الصحيح - يكتب الهمزة المتوسّطة على حرفٍ يُناسب الحركة الأقوى، بالمقارنة بين حركتها، وحركة الحرف الّذي قبلها. - يكتب الهمزة المتوسّطة منفردة (على السّطر)، إذا كانتْ متحرّكة بالفتح، وما قبلها ألف ساكنة أو واو ساكنة. - يكتب الهمزة المتوسّطة على كرسيّ الياء، إذا كانتْ متحرّكة، وما قبلها ياء ساكنة. - يكتب الهمزة المتطرّفة إذا كان ما قبلها متحرّكًا - يكتب الهمزة المتطرّفة إذا كان ما قبلها ساكنًا. - يكتب الهمزة المتطرّفة المنوّنة تنوين نصب. - يعلل كتابة الكلمات. اضافة أهداف تتعلق وتتوازى في التوقيت مع دروس القواعد المُعطاة الآتية : - الفعل الماضي (يلحظ كتابيًا

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				- يكتب ضميري المخاطبة كِ تِ. الألف الفارقة بعد واو الجماعة. - يميّز واو الجماعة من الواو الأصليّة. - يكتب كلمات جديدة مستعينًا بالوعي المرفولوجي للكلمة.	اضافة أهداف تتعلق وتتوازى في التوقيت مع دروس القواعد المُعطاة . اقتراح صياغة المضامين بالطريقة الآتية: - يطبّق القواعد الاملائية في كتاباته الحرة والموجهة	علامات بناء الفعل الماضي) - الفعل المضارع (صياغة وتصريفًا) - فعل الأمر (تصريفًا وإعرابًا) اقتراح صياغة المضامين بالطريقة الآتية: - يطبّق القواعد الاملائية في كتاباته الحرة والموجهة .
النحو	يميز الإسم المفرد من الجمع. يستعمل أسماء الإشارة : هذا هذه هؤلاء يستعمل الضّمير (هـ) بحسب جنس الإسم العائد إليه:(ـه ـها – ه) يستعمل الصّفات المناسبة للأسماء : تذكيرًا وتأنيثًا. يستعمل الفعل المضارع مع (هي – هو) بالمحاكاة. يستعمل أسلوب النّفي مع (ما) بالمحاكاة يستعمل أسلوب النّفي بـ "لم" :"لم يرسم ، لم تزيّن" بالمحاكاة + التّركيز على أسلوب النّفي مستخدمًا : ما فعل – لم يفعل- لا يفعل. يستخدم الفعل الماضي : أنا سمعت ، نحن سمعنا +- استعمال الفعل الماضي مع الضّمائر : أنا هو هي.	يميز بين أنواع الكلمة: اسم - فعل - حرف يستخدم الفعل المضارع بصيغ المتكلم المفرد والجمع، والغائب المفرد في جمل مختلفة يوظف التراكيب المدروسة في التعبير الكتابي يستخدم أسلوب النفي (لا، لم، ما) يستخدم أسماء الإشارة (هذا وهذه في المفرد ومع جمع غير العاقل، هؤلاء لجمع العاقل) يستخدم الصياغة اللغوية المدروسة في السياق المناسب لتركيب جمل صحيحة يستخدم أدوات الاستفهام المدروسة في مكانها المناسب لاستخراج معلومات يستخدم القاعدة الإملائية المدروسة لكتابة الكلمات والجمل بشكل صحيح	- يستعمل أسماء الإشارة: هذا -هذه مع الضمائر والأسماء الموصولة مراعيا التذكير والتأنيث - يطرح أسئلة مستخدما أدوات الاستفهام "كيف، لماذا، أين، من أين" - يستعمل الصّفات مع الأسماء المختلفة في التذكير، التأنيث، المفرد والجمع - يستعمل الإسم الموصول المفرد المناسب مذكرًا ومؤنّثًا : الّذي والّتي. يحول من المذكّر إلى المؤنث متبعًا النموذج (بالمحاكاة) - يميّز بين آزمنة الفعل / الصيغ الماضي (أمس)والحاضر (الآن) والمضارع (غدا) - يصيغ الفعل من الاسم وبالعكس (الاشتقاق)	- يحدّد مفهوم كلّ من النّص والفقرة والجملة والكلمة. - يحدّد علاقة كل قسم من أقسام الكلام بالآخر. - يعرف أنواع الكلمة وتمييز الفعل من الاسم من الحرف - يفهم معنى الجملة الفعليّة وسبب نعته بهذه الصّفة ، تمهيدًا لتمييزها لاحقًا من الجملة الاسميّة . - يحدّد مفهوم الفعل الماضي ، بدلالته على حدث تمّ في زمن مضى. - يعرف أنّ الفعل الماضي مبنيّ على الفتحة الظاهرة على آخره.. - يحدّد مفهوم الفعل المضارع، بدلالته على حدث يحصل في الزّمن الحاضر أو في المستقبل. - يتعلّم أنّ الفعل المضارع مرفوع، وأنّ علامة رفعه الضّمّة على آخره.	- يميّز الجملة الفعلية من الاسمية - يحوّل الجملة الفعلية إلى اسميّة - يحوّل الجملة الاسمية إلى فعليّة - يميّز الفعل الصحيح الآخر من المعتل الآخر - يحوّل الفعل الماضي المعتل الآخر إلى المضارع ، والعكس ملاحظًا التغيرات - يعرف أن علامة بناء الفعل الماضي هي في الأصل الفتحةَ. - يعرف أن هذه الفتحة تكون ظاهرة على الفعل الماضي الصّحيح الآخر، ومقدّرة، للتّعذّر، على الفعل الماضي المنتهي بألف طويلة أو مقصورة.	- يميّز الفعل المجرّد من الفعل المزيد، ويحدّدهما - يميّز الفعل الصّحيح من الفعل المعتلّ - يحدّد دلالة الفعل الماضي - يبرّر علامات بناء الفعل الماضي - يصرّف الفعل الماضي بالشكل الصحيح - يحدّد دلالة الفعل المضارع - يصوغ الفعل المضارع من الماضي - يصوغ الأفعال الخمسة ويحذف حرف العلّة من المعتلّ الآخر - يعرف أنّ الفعل المضارع مرفوع. - يعرف أنّ الفعل المضارع يُنصب إذا سبقه ناصب. - يعرف أنّ الفعل المضارع يُجزم إذا سبقه جازم.

التّدرّج العامودي -الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس - (الأهداف السوداء تنبثق من المنهج اللبناني و الأهداف الزرقاء مُضافة)

	يستعمل حروف الجر: من – إلى _ في يدرك مفهوم الفعل الماضي وفعل الأمر بالملاحظة والمحاكاة. - يطابق في الجنس والعدد في الجملة الفعلية (ضحكت/تضحك البنت) والجملة الإسمية (الكتاب ممتع، بنت ذكية). - يصوغ الجمع من المفرد والعكس في جمل بسيطة من نص القراءة. ~~- يلاحظ الجذور في الكلمات المختلفة بالمحاكاة.~~ - يستخدم الوعي المرفولوجي للحظ الجذور في الكلمات المختلفة . - يحلّل نوع الكلمات في الجملة.	- يستخدم الوعي المرفولوجي للحظ الجذور في الكلمات المختلفة . - يحلّل نوع الكلمات في الجملة وموقعها الاعرابي.	- يحوّل الجمل من النّفي إلى الإيجاب وبالعكس(رقم 6) (بالمحاكاة) - يميّز بين صيغ الأفعال المختلفة: ماضي، مضارع، أمر - يميّز بين المفرد والمثنى والجمع ودلالة كل منها - يحول من المفرد إلى المثنى ثم إلى الجمع وبالعكس - يحدّد المضاف والمضاف إليه - يحدّد ظرف الزمان وظرف المكان. تصريف الأفعال الماضية مع الضمائر أنا – نحن- هو – هما – هم تصريف الافعال المضارعة والامر مع أنتَ، أنتم، أنتما، أنتِ - يميّز بين الجملة الاسمية والجملة الفعلية - يحوّل الجملة الاسمية الى الفعلية وبالعكس - يوظف حروف الجر في مواقعها الصحيحة. - يحلّل نوع الكلمات في الجملة وموقعها الاعرابي. - يحدد علامة اعراب الكلمات بالاستناد الى تحليل نوع	- يتعلّم أنّ الفعل المضارع يُصاغ من الفعل الماضي، بزيادة أحد أحرف المضارعة (أنيت) في أوّله وبضم آخره. - يفهم معنى فعل الأمر. - يعرف علامة بنائه . - يعرف صياغته من المضارع. - يعرف ميزان الفعل الثّلاثي " فَعَلَ" ومن ثم تحيد فاء الفعل وعينه ولامه. - يحدّد الفاعل وعلامة إعرابه (الضمة الظّاهرة فقط). - يميّز الفعل اللّازم من المتعدّي. - يميّز الاسم المفرد من المثنّى من الجمع العاقل وغير العاقل. - يصوغ المثنّى من المفرد مراعيا علامات الاعراب - يميّز الاسم المذكّر من الاسم المؤنّث. - يُشير إلى المذكّر بـ"هذا" وإلى المؤنّث بـ"هذه". - يتحدّث عن المذكّر باستعمال "هو" وعن المؤنّث باستعمال "هي". - يحوّل من صيغة المذكّر إلى صيغة المؤنّث وبالعكس. - يعي دلالة الإسم على الإنسان والحيوان والشّيء. - يفهم معنى المعرفة والنّكرة ، ويميّز أحدهما من الآخر.	- يعرف أنّ علامة بناء الماضي تصبح السّكون، إذا اتّصل به أحد الضّمائر التّالية:تُ- تَ- تِ- نا- نَ (نون الإناث) – تُما – تُم- تُنَّ - يعرف علامات رفع الفعل المضارع - يحوّل الألف المقصورة في آخر الفعل الماضي إلى "ياء" في آخر الفعل المضارع، والألف الطّويلة إلى "واو". - يتعلّم أنّ الفعل المضارع ينصب بأحرف النّصب: أن، لن، كي. - يتعلّم أن علامة نصب الفعل المضارع الصّحيح الآخر (والمنتهي بواو أو ياء) هي الفتحة الظّاهرة - يتعلّم أنّ علامة نصب المضارع المنتهي بألف هي الفتحة المقدّرة للتّعذّر. - يعرف ماهية الضمير المنفصل او المتصل - يعرف أنّ الضمائر المنفصلة هي الّتي تكتب مستقلّة عمّا قبلها. - يحوّل الضمائر المنفصلة إلى المثنى والجمع.	- يعرف علامات اعراب الفعل المضارع - يحدّد دلالة فعل الأمر - يبرّر علامات بناء الفعل الأمر - يصرّف افعال الأمر بالشكل الصحيح - يميّز الفعل اللّازم من الفعل المتعدّي. - يعرف أنّ الفاعل يكون اسمًا ظاهرًا، أو ضميرًا متّصلًا، أو ضميرًا مستترًا. - يعرف أنّ المفعول به يكون اسمًا ظاهرًا، أو ضميرًا متّصلًا. - يحوّل المفرد الصّحيح إلى: مثنّى، وجمع تكسير، وجمع مذكّرسالم، وجمع مؤنّث سالم. - يعرف علامات الإعراب، لكلّ من المثنّى والجمع، رفعًا ونصبًا وجرًّا - يحدّد الاسم الموصول، وصلة الموصول. - يعرف علاقة الاسم الموصول بما قبله. - يعرف أنّ الضّمير لفظ يحلّ محلّ الاسم، وهو يدلّ على غائب، أو مخاطب، أو متكلّم. -يميّز بين الضّمائر المنفصلة والمتصلة والمستترة - يعرف ضمائر الرّفع المنفصلة، والمتّصلة، ويعربها.

			الكلمات في الجملة وموقعها الاعرابي. تصريف الأفعال الماضية مع الضمائر أنا – نحن- هو – هما – هم تصريف الافعال المضارعة والامر مع أنتَ، أنتم، أنتما، أنتِ(اضافتها للحلقة الثانية	- يدرك دور "ال" على أنّها وسيلة من وسائل تعريف الاسم النّكرة. - يستكمل معرفة الاسم بمختلف أنواعه. - يميّز اسم الجنس من اسم العلم ، من خلال تعرّف التّلميذ دلالة كلّ منهما. - يستخدم للإشارة إلى المفرد المذكّر "هذا" للقريب وبـ "ذلك" للبعيد. - يستخدم للإشارة إلى المفرد المؤنّث ، وإلى جمع غير العاقل ، "هذه" للقريب، وبـ " تلك" للبعيد. - يستخدم للإشارة إلى جمع العاقل المذكّر أو المؤنّث "هؤلاء" للقريب ، و" "أولئك" للبعيد. - يستخدم للإشارة إلى المكان "هنا" للقريب ، و"هناك" للبعيد". - يحدّد النّعت والمنعوت ، وعلاقة أحدهما بالآخر. - يعرف الحالات الّتي تطابق فيها النّعت والمنعوت : التعريف والتّنكير ، التّذكير والتّانيث، الإفراد والتّثنية والجمع وفاقًا لحالات الإعراب المختلفة (رفع ونصب وجر) .	- يعرف أن الضمائر المتصلة هي الّتي تتصل بالفعل، أو الاسم، أو الحرف - يحوّل الضمائر المتصلة إلى المثنى والجمع - يعرف أنّ أسماء الإشارة: هذا – هذان- هؤلاء، نشير بها إلى أسماء قريبة مذّكرة. - يعرف أنّ أسماء الإشارة: هذه- هاتان- هؤلاء، نشير بها إلى أسماء قريبة مؤنّثة، وأنّ "هذه" نشير به أيضًا إلى جمع غير العاقل القريب (الحيوان والشيء). - يعرف أنّ اسمي الإشارة: ذلك – أولئك، نشير بهما إلى أسماء بعيدة مذكّرة. - يعرف أنّ اسمي الإشارة: تلك- أولئك، نشير بهما إلى أسماء بعيدة مؤنثة، وأنّ " تلك" نشير به أيضًا إلى جمع غير العاقل البعيد - يعرف أنّ اسم الإشارة " هنا" نشير به إلى مكان قريب و " هناك " إلى مكان بعيدٍ. - يعرف أنّ العطف بِـ " الواو" و " ثمّ" يجمع ما بين فعلين أو اسمين، ويجعل المعطوف تابعًا للمعطوف عليه في الإعراب.	- يحوّل ضمائر الرّفع المنفصلة والمتّصلة إلى الصّيغ المختلفة إفرادًا وتثنيةً وجمعًا في التّذكير والتّأنيث. - يميّز فعل ناقص من فعلٍ صحيح. - يعرف ضمائر النّصب والجرّ المتّصلة، ويعربها. - يعرف ضمائر النّصب المنفصلة، ويعربها. - يحوّل هذه الضّمائر من المفرد إلى المثّنى، فالجمع، ومن الغائب إلى المخاطب، فالمتكلّم، ومن المذكّر إلى المؤنّث. - يعرف أسماء الإشارة للقريب وللبعيد - يحوّل أسماء الإشارة من المفرد المذكّر إلى المثّنى، فالجمع. - يحوّل أسماء الإشارة من المفرد المؤنّث إلى المثّنى، فالجمع. - يعرب أسماء الإشارة حسب موقعها في الجملة - يعرف مفهوم البناء والإعراب في النّحو، وأنّ الأسماء كلّها معرفة، باستثناء البعض منها، كالضّمائر، وأسماء الإشارة، والأسماء الموصولة. - يحدّد الأسماء الخمسة.

التّدرّج العاموديّ -الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس - (الأهداف السوداء تنبثق من المنهج اللبناني و الأهداف الزرقاء مُضافة)

				- يعرف الحالة الّتي لا يطابق فيها النّعت المنعوت لجهة العدد: عندما يكون المنعوت جمعًا لغير العاقل ، يكون النّعت مفردًا مؤنّثًا. - يعرف أن الجملة الاسميّة تبدأ باسم. - يعرّف كلّ من المبتدأ والخبر. - يتعلّم أن خبر المبتدأ يكون أحيانًا جملة فعليّة. - يتعلّم أن الاسم يكون مجرورًا وأنّ علامة الجرّ هي الكسرة. - يعرف أحرف الجرّ التّالية: من ، إلى، عن، على، في، الباء ، اللّام. - يحلّل نوع الكلمات في الجملة وموقعها الاعرابي. - يحدد علامة اعراب الكلمات بالاستناد الى تحليل نوع الكلمات في الجملة وموقعها الاعرابي. - يصرّف الأفعال مع كل الضائر المنفصلة وفي الجمل الاسمية.	وأنّ العطف بـ " ثمّ " يستعمل إذا تبع المعطوف عليه بعد فاصل زمنيّ قصير أو طويل. - يعرف أنّ الإضافة هي نسبة اسم نكرة يسمّى " المضاف" إلى اسم آخر معرفة يسمى " المضاف إليه " . - يعرف أن الاسم النّكرة المضاف إلى اسم معرفة، يتحوّل، بالإضافة، إلى اسم معرفة. - يستخدم المضاف محذوفًا منه التّنوين، أو نون المثنّى، وجمع المذكّر السّالم. - يعرف أنّ المضاف إليه مجرور بالإضافة. - يعرف أن المبتدأ اسم معرفة مرفوع تبتدىء به الجملة - يعرف أن خبر المبتدأ يكون اسمًا مفردًا، أو جملة (اسميّة أو فعليّة). - يستخدم الناسخين " كان " و " إنّ "، يعرف المتغيّرات النّحويّة الطّارئة على المبتدأ والخبر الناتجة من هذا الاستخدام. - يتعرّف أنواع الاسم (الكنية – اللّقب – العلم).	- يعرف أنّ إعراب هذه الأسماء بالأحرف، لا بالحركات. - يعرف أنّ هذه الأسماء، إذا لم تكن مفردة مضافةً إلى غير ياء المتكلّم، فإنّها تُعرب كسائر الأ - يعرف النّعت والمنعوت . - يعرف أنّ النّعت يتبع المنعوت في: - التّذكير أوالتّأنيث. - التّعريف أو التّنكير. - الإفراد أو التّثنية أو الجمع. - الإعراب (في الرّفع أو النّصب أو الجرّ). - يحدّد نوع المبتدأ والخبر في الجملة الاسميّة - يحدّد علامة اعراب المبتدأ والخبر في الجملة الاسميّة - يحدّد مفهوم "الأفعال النّاقصة" - يغيّر ما يلزم عند دخول كان وأخواتها على الجملة الاسميّة. - يعرف أخوات "كان" المحدّدة التّالية فقط (، وهي: صار – أصبح – ظلّ – ما زال.) - يحدّد مفهوم "الأحرف المشبّهة بالفعل" - يعرف عمل الأحرف المشبّهة بالفعل. - يعرف متى يبطل عمل الأحرف المشبّهة بالفعل - يعرف أنّ كلًّا من العددين

					- يعرف أنّ الحروف التّي تجرّ الأسماء تسمى حروف الجرّ، أو الجارة، - يعرف أن علامة الجرّ هي الكسرة في المفرد، والياء في المثنّى وجمع المذكّر السّالم. - يميّز النّعت من المنعوت - يعرف أن النّعت يطابق منعوته في - التذكير والتأنيث - التّعريف والتّنكير - الإفراد والتثنية والجمع - في الرفع والنّصب والجرّ. - يعرف معنى ظرف الزّمان وظرف المكان، ودلالة كلّ منهما، وأنّه منصوب. - يعرف أنّ الظّرف لا يحدّد الزّمان المقصود أو المكان المقصود، إلا بإضافته إلى اسمٍ أو ضميرٍ. - يحلّل نوع الكلمات في الجملة وموقعها الاعرابي. - يحدد علامة اعراب الكلمات بالاستناد الى تحليل نوع الكلمات في الجملة وموقعها الاعرابي. - يصرّف الأفعال مع كل الضائر المنفصلة وفي الجمل الاسمية.	الأصليّيْن : "واحد" و "اثنين"، يُطابق المعدود في التّكير، والتّأنيث، والإعراب، ويكون نعتًا له. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة من ثلالثة إلى عشرة يُخالف معدوده في التّذكير والتّأنيث، ويكون معدوده جمعًا ومضافًا إليه. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة مئة وألف ومليون ومليار يبقى على لفظه مذكّرًا كان المعدود أم مؤنّثًا، ويأتي معدوده مفردًا ومضافًا إليه. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة يُعرب بحسب موقعه في الجملة. - يعرف أنّ كلًّا من العددَيْن الأصليّيْن : "واحد" و "اثنين"، يُطابق المعدود في التذّكير، والتّأنيث، والإعراب، ويكون نعتًا له. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة من ثلاثة إلى عشرة يُخالف معدوده في التّذكير والتّأنيث، ويكون معدوده جمعًا ومضافًا إليه. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة مئة وألف

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					اقتراح ان يتم تعديل تسلسل الدروس في المحاور التالية: الثامن والتاسع والعاشر ، بحيث تعطى الدروس المتعلقة بالجار والمجرور والنعت والمنعوت والظرف قبل درس الجملة الاسمية والفعلية	ومليون ومليار يبقى على لفظه مذكّرًا كان المعدود أم مؤنّثًا، ويأتي معدوده مفردًا ومضافًا إليه. - يعرف أنّ كلًّا من الأعداد المفردة الأصليّة يُعرب بحسب موقعه في الجملة. - يحلّل نوع الكلمات في الجملة وموقعها الاعرابي. - يحدد علامة اعراب الكلمات بالاستناد الى تحليل نوع الكلمات في الجملة وموقعها الاعرابي. - يصرّف الأفعال مع كل الضائر المنفصلة وفي الجمل الاسمية.
التعبير الكتابي	- يعبّر عن قصة برسمها بشكلٍ متدرّج ومنسجم. - يكتب أسماء الصّور. - يكتب جملاً قصيرة مستخدمًا مخزونه اللّغويّ في مواقف جديدة . - يستخدم العربيّة الفصيحة المبسطة في كتابته . - يحاكي تراكيب معيّنة بحسب مواقف جديدة ومحدّدة. - يكتب جملاً بحسب تركيب معيّن وفي مواقف جديدة . - يكتب تعبيراً حرّاً. - يكتب جملاً تحت صور	- يعبر عن مشاهدة، معلومة، أفكار وآراء بجمل صحيحة. - يركب جملاً مستعملاً مفردات وتراكيب لغوية جديدة. - يرتب الكلمات للحصول على جمل كاملة المعنى. - يكمل الجمل بأفكار وتعابير جديدة. - يكتب فقرة مراعيًا التراكيب والأساليب اللغوية المدروسة. - يستخدم العربيّة الفصيحة المبسطة في كتابته . - يركّب نصّ مصوّر.	- يرتب جمل مبعثرة في تسلسل منطقي في سياقها الصحيح. - يكمل جملا ناقصة بكلمات أو عبارات مناسبة. - ينمي قدرته على التعبير الذاتي من خلال التفكير في حل مشكلة وكتابته. - يؤلف جملا من مفردات وتراكيب اكتسبها من النصوص والكتب المقروءة - يؤلف جملاً مشابهة لجمل معينة مستقاة من نصوص القراءة (بالمحاكاة)	- يكتب فقرة من وحي نص مُعالج - يكتب تقرير حول موضوع - ينوّع في الأساليب (الخبر والإنشاء..) - ينظّم الحوار - يختار الجمل الصحيحة من جهتي المعنى والتركيب - يكتب موضوع متسلسل الأفكار ومترابط. - يقدّم اقتراحات. - يستعمل أسلوب الوصف الدّقيق يقوم بالحوار المناسب كتابيًا.	- يحسن استعمال بعض أساليب الاستفهام - يعرف أساليب الكتابة المختلفة (المقالة الصّحفيّة - التّقرير- المقابلة الصحفيّة). - يستخدم مفردات وتعابير مكتسبة، ويغنيها ببعض الإضافات - يتمرّس في استخدام الفعل (كان) لغايتي الوصف والسّرد. - يستعمل أدوات النّفي بشكل صحيح.	- يستخدم تقنيّة كتابة قصّة قصيرة - يتدرّج في كتابة موضوعٍ مترابط - يضع مخطّط لموضوع إنشائيّ - يوسّع موضوع إنشائيّ. - يكتب موضوع إنشائيّ مترابط مستعملاً رؤوس الأقلام التي دونها - يتمرّس بكتابة التّقارير - يقوم بالأبحاث العلميّة مستندًا إلى تقنيّة كتابة البحث العلمي - يستخدم تقنيّة كتابة الرّسالة الأهليّة والرّسالة الرّسمية.

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	تعبّر عمّا في الصّورة. - يرتب كلمات للحصول على جمل تامة المعنى. - يؤلف فقرة قصيرة. - يركّب نصّ مصوّر. - يكتب جملاً فيها بعض الصفات والتفاصيل. - يجيب عن أسئلة تتعلق بقصة ويعطي رأيه فيها (أحب أو لا أحب، أعجبني أو لم يعجبني) - يكتب رسائل قصيرة ودعوات إلى زملائه وعائلته مستخدمًا نماذج قرأها وحللها في الصف. - يكتب مراعيًا أعراف الكتابة المناسبة لمستوى الصف (خط واضح، مسافات مناسبة بين الكلمات، يعود إلى اليمين عند بداية سطر جديد) - يستخدم علامات الترقيم المناسبة لمستوى الصف. (النقطة، علامة الاستفهام) - يستخدم المصادر المتوافرة لمساعدته على الكتابة مثل حائط المفردات، كتب الحروف الهجائية، القاموس، صندوق كلمات الحروف، لوائح الكلمات البصرية)	- يوظف الظواهر الصرفية المدروسة بشكل ضمني. - ينتج جملة قصيرة بالإكمال والوصل والترتيب - ينتج جملتين قصيرتين للتعبير عن صورة أو أشياء - ينتج جملتين قصيرتين للتعبير عن مشاعر أو مشاهدات أو تقديم معلومات - ينتج فقرة من ثلاث جمل للوصف أو للتعبير عن المشاعر والآراء مستخدمًا سيرورة الكتابة - يكتب رسائل قصيرة ودعوات إلى زملائه وعائلته مستخدمًا نماذج قرأها وحللها في الصف. - يستخدم المصادر المتوافرة لمساعدته على الكتابة مثل حائط المفردات، كتب الحروف الهجائية، القاموس، صندوق كلمات الحروف، لوائح الكلمات البصرية). - يكتب مراعيًا أعراف الكتابة المناسبة لمستوى الصف (خط واضح، مسافات مناسبة بين الكلمات، يعود إلى اليمين عند بداية سطر جديد)	- يؤلف حوارًا بالمحاكاة يوظّف أحرف الربط: و-ف-عن-في-من-ل- في كتابته توظيفا صحيحا. - يحول الجمل من النفي إلى الإيجاب وبالعكس. - يطرح أسئلة عن جمل معينة مستعملاً "ما الّذي؟ ما الّتي ؟ كيف ؟متى؟ لماذا؟" - يكتب فقرة من جمل مترابطة مراعيًا شكل الفقرة وعلامات الوقف ومؤشرات نوع النّصّ (رسالة، بطاقة دعوة، أقصوصة، وصف داخلي وخارجي، وغيرها) - يستخدم العربيّة الفصيحة المبسطة في كتابته . - يركّب نصّ مصوّر. - يعبّر كتابة بجمل بسيطة عن مشاهداته ومشاعره واهتماماته متبعا مراحل سيرورة الكتابة (Writing process) - يتبع أثناء الكتابة المراحل المطلوبة قبل نشر العمل بدءا من التخطيط للكتابة مرورا بالانشاء والتنقيح وصولا الى النّشر.	- يركّب نصّ مصوّر. - يتصوّر خاتمة للنصّ . - يحسن استعمال المضاف والمضاف إليه. - يتمرّس في كتابة اليافطات والإعلانات. - يوظّف ما درسه من قواعد النحو. - يضع تصميم لموضوع انشائي أو تقرير أو قصّة أو رسالة مستخدمًا الملاحظات التي دونها. - يوظّف ما اكتسبه من دراسة القواعد الصّرفيّة. -يكتب تقرير عن أحداث معينة. - يسجّل بعض عبارات التّهنئة. - يصنع بطاقات معايدة. - يلخّص نصّ متّبعا تقنيّة معيّنة. -يكوّن فقرات ، باستعماله المناسب من المفردات المدرجة أمامه في مجموعات. - يستخدم اللّغة الفصيحة في التّعبير عن المعارف العلّمية وربط النّصوص ومقارنتها وتحليلها . - يكتب بيان المطالعة - يعتمد الفصحى لغة تواصل وتعلّم - يوظّف دروس القواعد في كتاباته التواصلية. - يستخدم علامات التّرقيم	- يكتب العبارات المناسبة على البطاقات. - يوظّف القواعد النّحويّة " الفعل المضارع" في سياق جديد - يتدرّب على تقنيات الحوار، ويطبّقها في التّعبير. -يطبّق تقنيّات الرّسالة الرّسميّة. - يستخدم تقنيات الرسالة الرّسميّة . - يستخدم العربيّة الفصيحة المبسطة وسيلة تعبير عن الذّات وتواصل مع الآخرين. - يوظّف حالات من الفعل المعتّل، والمفعول به، وصيغة المذكّر. - يطبّق تقنيات التّلخيص والسيرة - يوظّف حالات من الفعل المضارع- المفعول به – التّاء المبسوطة – أساليب (الاستفهام – التّعجب – والاشتقاق) ويستعمل حروف الجرّ. - يكتب الإعلانات. - يربط بعض المسائل اللّغوية المكتسبة ويستخدمها في التّعبير.	- يتمرّس بكتابة بطاقة معايدة وتهنئة - يطبّق المكتسبات اللّغويّة في التّعبير الكتابيّ. - يدرك أهمّيّة تلاحق الأفعال وتناميها في أثناء الكتابة الوصفيّة، وما يُضيفه من حركةٍ وحيويّةٍ على الحدث. - يستخدم القواعد الصّرفيّة والنّحويّة والإملائيّة الّتي اكتسبها - يستخدم علامات الوقف بالشّكل الصّحيح كالنّقطة والفاصلة وعلامة التّعجب وعلامة الإستفهام إضافة إلى القوسين والمزدوجين. - يتمرّس باستعمال بعض أدوات الرّبط في الكتابة. - يستعمل المخزون من مكتسباتٍ لغويّة. - يعرف قيمة الجملة الاعتراضيّة في التّعبير الكتابي. - يحاكي تركيب بعض الجمل باستخدام تقنيّات معيّنة "كم، عندما"، وبينهما فعلٌ ماضٍ أو أكثر - يحسن استخدام "مهما" في مواقع مختلفة. - يستعمل أسلوب المقابلة في التّعبير الكتابي - يركّب مقطع فيه أكثر من فعلٍ

التّدرّج العاموديّ -الأهداف النّهائيّة (المعدّلة والمدمجة والمضافة) من الصّف الأوّل إلى الصّف السّادس - (الأهداف السوداء تنبثق من المنهج اللبناني و الأهداف الزرقاء مُضافة)

			- يستخدم المصادر المتوافرة لمساعدته على الكتابة مثل حائط المفردات، كتب الحروف الهجائية، القاموس، صندوق كلمات الحروف، لوائح الكلمات البصرية)	الأساسيّة كالنّقطة والفاصلة وعلامة التّعجب وعلامة الإستفهام إضافة إلى القوسين والمزدوجين. - يكتب مستخدمًا لغة فصيحة يدرك معها أنّها تختلف عن العاميّة الّي يتكلّمها ، كما يكتب محاكيًا لغة الكتب الّتي يقرأها عادة. - يستخدم المصادر كحائط المفردات والقاموس المصوّر لاختيار المفردات. - يراجع ما كتب مراعيًا علامات التّرقيم والإملاء. - يستخدم أدوات تقييم الكتابة كاستمارات التّقييم الذّاتي لضمان جودة عمله.	- يوظّف علامات الوقف والتّرقيم كالنّقطة والفاصلة وعلامة التّعجب وعلامة الإستفهام إضافة إلى القوسين والمزدوجين في الكتابة الإنشائيّة. - يحاكي أسلوب السّرد. - يلخص نصًا مختصرًا عدد كلماته إلى الرّبع - يوظّف المكتسبات النّحويّة والإملائيّة (الضمائر المنفصلة والمتصلة). - يحاكي أسلوب السّرد في الأسطورة. - يستخدم المكتسبات اللّغويّة بشكل صحيح. - يكتب بحث مستعينًا ببعض تقنيات البحث. - يستخدم تفكيره الخياليّ في كتابة قصّة خياليّة. - يلخّص نصًّا بعد دراسته (فهمًا وشرحًا) - يخطّط لموضوع ويوسّعه. - يحوّل الحوار إلى سرد تقريري. - يوظّف المكتسبات النّحويّة والإملائيّة : التّعريف والتّنكير أنواع الجموع. - يستخدم أسلوب الوصف والحوار.	ماضٍ وأكثر من حرف عطف. - يعرف بعض أساليب التّعبير مثل التّشبيه والطّلب. - يعرف دور الضّمائر في الحلول محلّ الاسماء، وذلك منعًا للتّكرار المملّ والمضعّف - يستخدم تقنيّات تدوين رؤوس الأقلام والتّلخيص. - يستعمل تقنيّة التّلخيص - يستعمل تقنيّة الوصف: الداخلي والخارجي - يقوم بصياغة جديدة لفقرةٍ ما، بعد حذف الاسماء الموصولة منها. - يتدرّج في كتابة موضوعٍ مترابط - ينظّم أفكاره في نسقٍ مندرجٍ. - يوظّف أساليب النّداء والتّصغير والتّعجّب والاستفهام في بعض أنماط الكتابة الأدبيّة - يستخدم تقنيّات الّتعبير الّتي اكتسبها المتعلّم من الدّروس السّابقة (السّرد – الحوار – الوصف – الاستفهام...). - يفهم النّصّ فهمًا مجملًا كتابةً. - يستخدم المسودّة لينظّم كتابته الّتي يجب أن تتضمّن بداية، صلبًا، ونهايةً مع تفاصيل ذات معنى. - يكتب مستخدمًا لغة فصيحة

					- يطبّق قاعدة (الحرف المشبّه بالفعل والفعل النّاسخ). - يستخدم أساليب التّعبير المختلفة (الحوار – المناقشة – القصّة – التّقرير.....) في التّعبير الكتابيّ. - يستخدم تقنيّات التّعبير الملائمة للموضوعات. - يوظّف ما اكتسبه من مفاهيم قواعد اللّغة العربيّة. - ينّظم كتابته لتتضمّن بداية ، صلبًا ونهاية. - يكتب مستخدمًا لغة فصيحة يدرك معها أنّها تختلف عن العاميّة الّي يتكلّمها ، كما يكتب مقلّدًا لغة الكتب الّتي يقرأها عادة. - يستخدم الحاسوب أو الألواح الذّكيّة للطباعة. - يعيد قراءة ما كتب للتنقيح. - يستخدم المصادر كحائط المفردات والقاموس المصوّر لاختيار المفردات. - يضيف الكلمات الوصفيّة التّفاصيل ويتجنّب الحشو غير المفيد. - يراجع ما كتب مراعيًا علامات التّرقيم والإملاء.	يدرك معها أنّها تختلف عن العاميّة الّي يتكلّمها ، كما يكتب محاكيًا لغة الكتب الّتي يقرأها عادة. - يستخدم التّكنولوجيا للطباعة (الحاسوب) - يعيد قراءة ما كتب للتنقيح. - يضيف الكلمات الوصفيّة تّفاصيل ويتجنّب الحشو غير المفيد. - يستخدم المصادر كحائط المفردات والقاموس المصوّر لاختيار المفردات. - يراجع ما كتب مراعيًا علامات التّرقيم والإملاء. - يستخدم أدوات تقييم الكتابة كاستمارات التّقييم الذّاتي لضمان جودة عمله. - يعيد الكتابة مستخدمًا الحاسوب للطّباعة مضيفًا رسومات ويعرض نتاجه على زملائه والآخرين.

					- يستخدم أدوات تقييم الكتابة كاستمارات التّقييم الذّاتي لضمان جودة عمله.	

Domain	Grade 1 -	Grade 1 Map Pluses	Grade 2	Grade 2 Map Pluses	Grade 3	Grade 3 Map Pluses	Grade 4	Grade 4 Map Pluses	Grade 5	Grade 5 Map Pluses	Grade 6	Grade 6 Map Pluses
Statistics	Not Found	Data Analysis:	Not Found	*Data Analysis:*	Not Found	*Data Analysis:*	***Statistics (Lesson 6)***	*Data Analysis:*	***Statistics (Lesson 17)*** **Objectives** 1. Represent the data in pictographs, in dotted line graphs, or bar graphs 2. Read and interpret graphs **Activity Objective** This activity covers all of the objectives of the chapter	*Data Analysis:*	***Statistics (Lesson 23)*** **Objectives** 1. Read a circular diagram 2. Translate the information into another type of representation **Activity Objective** Individual work: Represent statistics in a pie chart that can be transformed into a table of frequency. The course is made up of synthesis of this activity directed more toward fractions and percentages, and to translate pie chart into a bar diagram. For this reason, the activity found in the book must be solved in groups	*Data Analysis:*
		Collect and organize Data		use tally marks to gather and represent data in a pictograph		Build bar graphs to represent situations, starting from pictographs	**Objectives** 1. Develop techniques of ticking 2. Organize the data in a table	Build bar graphs to represent and describe evolving situations (such as increase of number of students registered at the school over 5 years)	**Objectives** 1. Represent the data in pictographs, in dotted line graphs, or bar graphs 2. Read and interpret graphs	Collect data using a survey on a certain theme	**Objectives** 1. Read a circular diagram graphs, or bar graphs 2. Translate the information into another type of representation	Read a pie chart to answer questions about a distribution such as: How many cars were sold in the Japan? In Germany? Which country had more cars sold? Which country is the biggest car producer?
		Count frequencies using tally marks		Make a pictograph with a scale (each picture representing a number of units, up to 10)		Read and interpret bar graphs to describe a data distribution		Build line graphs to represent evolving situations, starting from bar graphs		Organize collected data in suitable representation modes such as frequency tables, pictographs with a scale (up to 1000), bar graphs or line graphs		**Represent with a pie chart a set of data given in a frequency table.**
		Represent Data using a table and stickers (drawings of involved objects)		Use a pictograph to answer questions about situations, such as: How many students prefer apples? *Which fruit is preferred more, apples or oranges? Which fruit is the most preferred?*				Read and interpret line graphs to describe evolving situations (such as increase of number of students registered at the school over 5 years)		Read and interpret different statistical representations to answer questions about a situation		
		Answer questions about a set of data (Which fruit is preferred more, apples or oranges? Which fruit is the most preferred?								Having a set of data given in a certain mode of representation, represent it in a different mode		
Note:												

Domain	Grade 1	Grade 1 Map Pluses	Grade 2	Grade 2 Map Pluses	Grade 3	Grade 3 Map Pluses	Grade 4	Grade 4 Map Pluses	Grade 5	Grade 5 Map Pluses	Grade 6	Grade 6 Map Pluses
Cycle1 Numbers And Calulation **Cycle 2** **Algebra And Arithmetic**	***The Numbers From 1 To 3 (Lesson2)*** **Objectives** 1. Associate the numbers from 1 to 3 to a collection and conversely 2. Write the numbers from 1 to 3 **Activities Objectives** 1. Associate the numbers from 1 to 3 to a collection 2. Associate a collection to a digital writing in digits 3. Write the numbers from 1 to 3 **Oral Activity** Teach the children a counting rhyme and insist on the sequence of numbers of the counting rhyme. **Pedagogical Instructions** Faced with a collection of 3 pearls, the child is mentally confused between the pronounced word "three", the writing 3 and the collection itself. The numbers from 1 to 3 are particular numbers to the child, because their recognition is done globally and does not require counting	Associate (quickly and visually) the numbers from 1 to 3 to different finger sets on a hand	***Numbers Up To 20 (Lesson 1)*** **Objective** Read, in a drawing, numbers from 1 to 20 and write them. **Activities Objectives** 1. Read in a drawing, numbers from 1 to 20. 2. Write, in digits, numbers from 1 to 20. 3. Recognize the various writings of a number less than 20. 4. Write, in words, numbers 1 to 20. **Oral Activity** List numbers less than 20 **Pedagogical Instructions** The child in Grade Two has acquired knowledge of a certain number of notions. One should neither ignore them nor count on their acquisition. A progressive revision of the prerequisites of the notions that will be introduced this year is necessary. The observation of the drawing of page 11 is a simple evaluation of the prerequisites in order to detect the difficulties related to the organization of the space and to the writing of numbers from 1 to 20. It is important to stress on the writing of		***Numbers Up To 99 (Lesson 1)*** **Objectives** 1. Consolidate the knowledge of children relative to the Arabic numeration in digits and in words 2. Introduce the term sum **Activities Objectives** 1. Read, in a drawing, numbers from 1 to 100 2. Write, in digits, numbers from 1 to 100 3. Split up a set in order to number it rapidly by favoring the grouping by 10 4. Write in digits numbers less than 100 5. Know the various writings of a number **Oral Activity** Find a decomposition of numbers less than 10 **Pedagogical Instructions** It is important to introduce at the beginning of the year the various writings of a number that the children used in Grade 2 and to emphasize that all the various writings of a number designate this same number. The child must be able of giving a meaning to the developed writings of a number and of finding its canonical form using the various writings, without doing any calculations - just	Count back by tens from 100 Count back from a number less than 50 to another smaller number	***The Calculator (Lesson 2)*** **Objective** Use the calculator to perform operations of addition, subtraction and multiplication **Activities Objectives** 1. Read the keyboard of a calculator 2. Discover the keys of a calculator 3. Discover the operations on the calculator 4. Use the calculator to verify the calculation 5. Explore possibilities on the calculator 6. Use the calculator to perform operations 7. Use the calculator to perform operations and play with numbers and words 8. Play with the calculator and the numbers		***Decimal Numeration System (Lesson 2)*** **Objective** Construct and use the table of decimal numeration **Activities Objectives** 1. Review the million and recognize the billion 2. Recognize the ones-digit, the tens-digit, and the hundreds-digit in the various classes of a number 3. Decompose a number by class to find the number of hundred-thousands, ten-thousands, or thousands 4. Distinguish between digit and number 5. Read and write big numbers in words		***Order Of Operation (Lesson 1)*** **Objectives** 1. Perform calculations on positive numbers by applying the law of order and operation. 2. Distinguish between a + b x c and (a + b) x c, and between a - b x c and (a - b) x c. 3. Distinguish between a + b ÷ c and (a + b) ÷ c and between a - b ÷ c and (a - b) ÷ c. 4. Distinguish between (a ÷b) ÷ c and a ÷ (b ÷ c) 5. Distinguish between a - (b + c) and a - b+ c 6. Apply the associativity and commutativity of addition. **Activity Objectives** 1. Use grouping symbols and the standard order of operations to simply numerical expressions. 2. Discover the rules of priority of numerical calculations.	
	The Numbers From 1 To 5 (Lesson3) **Objectives** 1. Associate the numbers from 1 to 5 to a collection and conversely 2. Write the numbers from 1 to 5 **Activities Objectives** 1. Associate the numbers from 1 to 5 to a collection 2. Associate a collection to a digital writing 3. Write the numbers from 1 to 5 **Oral Activity** Make sure the sequence of numbers of the counting rhyme of the previous is memorized. **Pedagogical Instructions** The number always represents a quantity to the child. Numbers 4 and 5 are globally perceived by the child if the objects are disposed according to a given constellation. But if the objects are dispersed, the child has difficulty in perceiving these numbers and then resorts to mental counting	Associate (quickly and visually) the numbers from 1 to 5 to different finger sets on a hand Subitize collections of objects (including fingers) up to 5 Use one hand to informally explore number facts up to 5 (2 and 3, 1 and 4)	***Order Of Numbers Up To 20 (Lesson 2)*** **Objective** Arrange numbers less than 20 **Activities Objectives** 1. Compare numbers less than 20 2. Recognize the signs < and > 3. Use the signs > and < **Oral Activity** Not found **Pedagogical Instructions** To be able to compare numbers, the child up till now has used the terms *greater than* and *less than*. The introduction of the signs < and > facilitates the writing of the comparison, but the child might encounter difficulties in distinguishing between the two signs. We can use several ways to make this distinction easier. For example: - The open end of the sign is to the side of the greater number - The pointed end of the sign is to the side of the smaller number		***Numbers Up To 999 (Lesson 2)*** **Objective** Read and write three-digit numbers **Activity Objectives** 1. Recognize the relation between hundreds and tens, and hundreds and ones 2. Write in digits and in words three-digit numbers **Oral Activity** Count by 2 and by 5 **Pedagogical Instructions** MAny children see the digital writing of a number as a juxtaposition of digits. The objectives of this lesson are to stress the correspondence between a hundred and 10 tens and a hundred and 100 ones (after demonstrating it for 1 ten and 10 ones), and to give the value of the position of a digit in a number. On the other hand, it is important essential differences between the oral and the written numeration; knowing that: 1. Reading *hundred* is in fact writing 1 hundred. 2. In *two hundred nine*, for example, no		***The Hundreds Of Thousands (Lesson 3)*** **Objectives** 1. Recognize the hundreds of thousands 2. Decompose and read a number with six digits 3. Write numbers made up of six digits **Activities Objectives** 1. Recognize the 1 000 000 as being 99 999 + 1 2. Pass from a number with five digits to a number with six digits 3. Recognize the 100 000 as being 10 000 x 10		***Common Multiples Of Two Natural Numbers (Lesson 3)*** **Objective** Find common multiples of two natural numbers using the list of these multiples **Activities Objectives** 1. Find the multiples of 4 and 6: - by multiplying by 0 ; 1 ; 2 ; 3 ; ... - by using the calculator 2. Find the first three common multiples of 4 and 6		***Development of natural numbers (Lesson 2)*** **Objectives** Write and read a number, develop a number and find its beginning from its development **Activity Objectives** 1. Writing of large numbers in letters (group work) 2. Development of large numbers	
	Comparing The Numbers From 1 To 5 (Lesson 4) **Objectives** 1. Use the vocabulary "greater than" and "less than" 2. Compare two numbers less than 5 **Activity Objective** Use the specific vocabulary "greater than", "less than" **Oral Activity** Dictate the numbers up to 5 **Pedagogical Instructions** You must be very strict with the vocabulary in order to insure the passage from the quantity to the number It is convenient to start with concept "greater than", because the child can really see the surplus in a quantity whereas he has to imagine what is missing.	"greater (or bigger) than" vs. "smaller than"	***Addition (1) (Lesson 3)*** **Objective** Add two numbers where the sum are less than 20 **Activity Objective** Add two where the sum is less than 20 **Oral Activity** Read numbers written in words and less than 20 **Pedagogical Instructions** Although the child already learned the addition of two one- digit numbers in Grade One, taking up this notion again in this activity aims to train him to calculate these numbers automatically. This demands the knowledge and memorization of the addition tables. Thus for a child in Grade Two, to know the addition tables is to be able to rapidly recall the results of additive combinations. The memorization of numerical results is an effective tool to help the child in the procedures of numerical calculation.		***Addition (Lesson 3)*** **Objective** Add with regrouping (exchanging) **Activity Objective** Add two numbers where the sum is less than 1000 **Oral Activity** Find the complement to 10 of a given number **Pedagogical Instructions** The proposed activities in this lesson are an extension of the ones done in Grade 2, although of a slightly different nature. First, a synthesis of the children's knowledge on addition is required. Second, the use of appropriate mathematical language is essential. Important terms must be written on the board to facilitate retention since most children have a visual memory. Always request explanations on the meaning of the position of the digits and on the conversion of ones into tens and tens into hundreds. A child must be able to explain the addition technique and the sequence of the calculation. This type of explanation reinforces his numeration acquisitions. At the		***Multiplication And Its Properties (Lesson 4)*** **Objectives** 1. Know how to multiply several integers 2. Use the properties of multiplication to facilitate computation **Activities Objectives** 1. Understand well that multiplication is commutative 2. Understand well that multiplication is associative 3. Relate the product of several integers to the tree of choices 4. Facilitate the computations by using the distributivity of multiplication with respect to addition		***Divisors Of A Natural Number (Lesson 5)*** **Objectives** 1. Know if a natural number is a divisor of another 2. Establish the link between the notion of multiple and that of divisor 3. Know that 1 is a divisor of every natural number 4. Recognize a common divisor of two natural numbers 5. Find the common divisors of two natural numbers **Activities Objectives** 1. Know if a natural number is a divisor of another 2. Find the divisors of a natural number 3. Establish the link between multiple and divisor		***L.C.M. And G.C.D Of Two Whole Numbers (Lesson 4)*** **Objectives** 1. Find the L.C.M and G.C.D of two natural numbers 2. Know two prime numbers less than 20 **Activities Objectives** 1. The first activity is to be completed after students read in groups the story presented in the book. 2. In groups, let students propose a different time from the text and solve the problem again. The first group to find the correct solution is given a bonus.	
	Total (Lesson 5) **Objective** Calculate, with the help of a visual support, the sum of two numbers not exceeding 5 **Activity Objective** Recognize the total **Oral Activity** Count up to 10 **Pedagogical Instructions** The notion of sum (total) of two numbers is implicitly introduced as being the number of elements of the set constitued by the union of two disjoint sets.		***Adding Or Subtracting (Lesson 4)*** **Objective** Recognize subtraction as the inverse operation of addition **Activity Objective** Recognize subtraction as the inverse operation of addition **Oral Activity** Give the number that precedes or follows a number less than 20 **Pedagogical Instructions** Subtraction is used to translate two types of actions: - Taking away or crossing out. - Moving back on the number strip (or line). - These two actions translate into the same subtractive writing: 7 - 2 = 5 Note that the objective is to show the relation that exists between addition and subtraction. In fact, the difference of two natural numbers *a* and *b* such $a \geq b$ is defined by the equivalence: $a = b + c <=> c = a - b$ Therefore, subtraction is the inverse operation of addition. The child will recognize		***Adding (Lesson 4)*** **Objective** Add numbers less than 1000 **Activity Objective** Add numbers less than 1000 **Oral Activity** Count by 10 and by 20 starting from a given number **Pedagogical Instructions** In this lesson, the child discovers a new strategy for mental calculation based on adding ones, tens, or hundreds and on the knowledge of the developed writing of a number. These strategies are based on the principle of mental calculation which is not always a calculation aiming at replacing a short and difficult calculation by a longer one, but one with simpler steps.		***Multiples Of A Natural Number (Lesson 5)*** **Objectives** 1. Know if a natural number is a multiple of another given natural number 2. Find the successive multiples of a given integer **Activities Objectives** 1. Know the multiples of an integer 2. Sequence of multiples of 4 by multiplication 3. Setting a number between two successive multiples		***Characteristics Of Divisibility By 3, 4, And 9*** **Objectives** 1. Recognize a natural number divisible by 3, 4, or 9 without performing the division 2. Use the characteristics of the divisibility by 2, 3, 4, 5, 9, and 10 3. Recognize the leap years **Activities Objectives** 1. Discover the characteristics of divisibility by 3 2. Discover the characteristics of divisibility by 4		***Powers (Lesson 6)*** **Objectives** 1. Calculate powers of exponent 2 or 3 2. Calculate powers of 10 3. Decompose an integer using powers of 10 **Activities Objectives** 1. Individual activity followed by gathering of information. Its objective is to enable students to calculate powers of second degree. 2. Individual activity followed by gathering of information. Its objective is to enable students to calculate powers of third degree 3. Individual activity followed by gathering of information. Its objective is to guide students to calculate power ten and write natural number in derails according to this power.	
	Addition (Lesson 6) **Objectives** 1. Recognize the sign + 2. Use the sign + **Activities Objectives** 1. Recognize the sign + 2. Use the sign + **Oral Activity** Recite the sequence of numbers up to 10. Interrupt from time to time the child who recites the sequence, then ask him to continue. **Pedagogical Instructions** The sign + is a means for indicating grouping. It expresses "and" in counting		***Numbers Up To 69 (Lesson 6)*** **Objectives** 1. Associate a digital writing to a set. 2. Write in digits and in words numbers up to 69. **Activity Objectives** 1. Associate a digital writing to a collection 2. Write numbers up to 69 **Oral Activity** List in decreasing order the numbers included between two given numbers less than 20 **Pedagogical Instructions** The use of the materials, the tens-sticks and the ones-squares, allows visual isolation of the tens and ones, which facilitates the comprehension of the oral numeration and the understanding of the writing represented in the table of the type will be abandoned to keep the writing formed by placing, side by side, the number of tens and ones. The developed form of 52 is an additive form where we grouped 5 tens-sticks in one *bar* to constitute 50 ones and 2 ones-squares in on single *strip*.		***Reading The Calendar (Lesson 5)*** **Objective** Use a calendar **Activities Objectives** 1. Study the organization of calendars 2. Know the notions of year, month, and day and the relations between them 3. Find information in a calendar **Oral Activity** Give the reduced form of the numbers given in the form of hundreds, tens, and ones **Pedagogical Instructions** Using a calendar is a part of the daily activity of the class (bring such a thing tomorrow, there will be a test in four days, this day is a holiday, it's Independence Day, etc.). The children write the date every day (or copy it from the board) as of Grade 1. They know and use the calendar for social dates: holidays, vacations, trips, etc. Besides its social use, the calendar is a tool that helps with scheduling: cyclic organization of the months of the year and the days of the week. It is also a tangible document that represents information in a double-entry		***The Millions (Lesson 7)*** **Objectives** 1. Recognize the million 2. Write numbers with nine digits 3. Read numbers with nine digits and decompose them into classes 4. Determine the units, tens and hundreds of millions in the writing of a number **Activities Objectives** 1. Find the million by addition: 999 999 + 1 2. Reminder of the table of position of millions by addition 3. Construction of the million by a multiplication		***Fractions: Representation Comparison To The Unit (Lesson 9)*** **Objectives** 1. Recognize and manipulate fractions greater than the unit 2. Represent these fractions by points on the number line 3. Compare these fractions to natural numbers **Activities Objectives** 1. Understand that a fraction such as 9/4 can be considered as 9 times a quarter: 9/4 = 9 x 1/4 2. Compare fractions to the unit 3. Divide the unit on the number line 4. Mark fractions greater than the unit 5. Recognize fractions that are equal to natural numbers 6. Include (bound) a fraction between two consecutive whole numbers		***Irreducible fractions (Lesson 8)*** **Objectives** 1. Recognize an irreducible fraction 2. Find an irreducible fraction equal to the given one **Activities Objectives** 1. Discover that the same part of a surface can be represented by different fractions, but all these fraction are quivalent. Then identify the simplest fraction. 2. Discover the rule that allows students to move from one fraction to another that is equivalent to it several times until they reach the simplest one 3. Find the shortest way to move from the fraction to its irreducible form: the G.C.D method. 4. The student will learn that the terms of an irreducible fraction are prime with each other	

Additive Writings (Lesson7) **Objectives** 1. Recognize the sign = 2. Produce equalities **Activities Objectives** 1. Recognize the sign = 2. Produce equalities **Oral Activity** Choose a number. Count from this number up to 10. **Pedagogical Instructions** One interest in the introduction of the = sign is showing the possibility of writing the same number in different ways. We are based on activities facilitating the visual rrepresentations in order to show that the = sign allows the passage from two numbers to one unique number.		***Order Of Numbers Up To 69 (Lesson 7)*** **Objective** arrange numbers less than 70 **Activity Objective** compare two numbers less than 69 **Oral Activity** Count by twos numbers less than 69 **Pedagogical Instructions** To be able to compare two numbers, children sometimes refer to the constructions that the numbers represent to find in which set there are more objects than the other, and sometimes they refer to the number line to find which number is written before the other. It is important to lead the child to observe the writings of numbers and thus be able to perform the comparison. Therefore, it would be useful to ask the child to observe the tens-digit and the ones-digit of the two numbers and to distinguish two cases: - If the tens-digit is the same, then the greater number is the one having the greater ones-digit. - If the tens-digit is not the same, the greater number is the one having the greater	Locate numbers up to 70 on the number line (using the number line is included implicitly but it should be stated explicitly as an objective) Count back by tens from 60 Count back from a number less than 30 to another smaller number	***Addition And Subtraction (Lesson 7)*** **Objective** Establish the link between a + b = c and the differences that follow as a preliminary step to check subtraction **Activity Objectives** 1. Link the equation a + b = c to the equation c - a = b and c - b = a 2. Reintroduce the terms: decompose, take away, left, and difference. 3. Introduce the verb: convert 4. Check the result of a simple subtraction **Oral Activity** Find the number of hundreds and tens in a given number **Pedagogical Instructions** In this lesson, we introduced subtraction as an activity that diminishes a quantity from an initial amount in the form of a sum. The purpose is twofold: 1. To stress that the first representation of subtraction that the children make is related to the notion of what is left. 2. To point out the relation between addition and subtraction		***Comparison Of Large Numbers (Lesson 8)*** **Objectives** 1. Order and round off large numbers 2. Use the compatibility of order with arithmetic operations **Activities Objectives** 1. With the same digits we can obtain different numbers. Choose the smallest 2. The order is compatible with the operations. "Round off" a number		***Fractions: Equivalence , Simplifying , Comparison (Lesson 11)*** **Objectives** 1. Find equivalent fractions 2. Simplify fractions 3. Compare fractions 4. Reduce to the same denominator **Activities Objectives** 1. Discover that two equivalent fractions correspond to the same quantity (juice in this activity) 2. Know how to obtain one fraction using the other 3. Find out which one is simpler than the other 4. Calculate the fraction of a given quantity 5. Compare two fractions after reducing to the same denominator		***Decimal Fractions Fractional Writing Of A Decimal (Lesson 10)*** **Objectives** 1. Recognize a decimal fraction 2. Write a decimal fraction in the form of a fraction whose denominator is a power of ten 3. Write a decimal fraction in the form of a decimal number and vice versa. **Activities Objectives** 1. Using a certain game, the student can distinguish the fractions a/b in which the quotient of a by b is exact from fractions c/d in which the quotient is not exact 2. Do the same with the fraction 3/4 3. Motivate the student to reach "the beautiful products"
ADD (Lesson8) **Objectives** 1. Add two numbers whose sum is less than 5 by counting them 2. Add to a number another number such that their sum is less than or equal to 5 **Activity Objective** Add to a number another number such that their sum is less than or equal to 5 **Oral Activity** Ask a child to count from 1 to 10. Stop him at a given moment and ask another to continue. **Pedagogical Instructions** Over-counting is a means of calculating the sum of two numbers. This counting can be done mentally or by using drawings or tokens		***Addition (2) (Lesson 8)*** **Objective** Add two numbers where the sum is less than 70 **Activity Objective** Add two numbers where the sum is less than 70 **Oral Activity** Give the number that precedes or follows a number less than 69 **Pedagogical Instructions** The use of the vertical disposition helps the child to understand the addition technique. It must symbolize the procedure that he used in the activity to calculate the sum: Grouping the ones-squares is adding the ones-digits and grouping the tens-sticks is adding the tens-digits. Insist on the fact that first we add the ones then the tens though the order in addition without regrouping does not intervene.		***Subtraction (Lesson 8)*** **Objective** Perform a subtraction of two numbers less than 1000 **Activity objective** Subtract two numbers less than 1000 **Oral Activity** Count by 2 in decreasing order starting from a given number **Pedagogical Instructions** In the activities of this lesson, it is important to stress the necessity of a calculation program of subtraction. This is not an easy task. We can overlook it but it is the only way to make the operation meaningful. A child who is able to order his ideas to express himself correctly is the one who understands the concept. A child who does not express himself correctly is the one who understands the concept. A child who does not express himself is a child who understand things his own way! This why we advise you solicit the details of the calculations while correcting the exercises. It is also advisable when finding the result of		***Characteristics Of Divisibility by 2, 5 And 10 (Lesson 10)*** **Objectives** 1. Recognize the numbers whose division by "2", by "5" and by "10" is done exactly 2. Utilize these possibilities to facilitate the calculation **Activities Objectives** 1. Recognize a number divisible by "2", by "5" 2. Recognize the numbers divisible by "2" as being the multiples of "2" 3. Recognize the numbers divisible by "5" as being the multiples of "5"		***Addition Of Fractions (Lesson 13)*** **Objectives** 1. Add two fractions 2. Add two fractions where one is a natural number **Activities Objectives** 1. Add two fractions 2. Add two fractions where one is a natural number		***Development Of A Decimal Number In Terms Of Powers Of 10 And 1/10 (Lesson 13)*** **Objectives** 1. Write a decimal number in terms of powers of 10 and 1/10 2. Approximate (round) a decimal number. **Activity Objectives** 1. Know how to put decimal numbers on a segmented line. 2. Write the decimal number as a decimal function. 3. Expand the decimal number according to the power of 10 and of 1/1. 4. Truncate a decimal number. 5. Round off a decimal fraction
The Numbers From 1 To 7 (Lesson10) **Objectives** 1. Associate the numbers from 1 to 7 with a collection and inversely (conversely) 2. Write the numbers 6 and 7 **Activities Objectives** 1. Associate the numbers from 1 to 7 with a collection 2. Associate a collection to a digital writing 3. Write the numbers 6 and 7 **Oral Activity** Count up to 15 **Pedagogical Instructions** Several difficulties are encountered at this stage: as regards to the recitation of the counting rhyme, as as regards to term to term corespondence among the words-number and the objects to be counted or as regards to the absence of association of the pronounced word to the written sign. In case of an error, it would be good to ask the child to count out loud in order to locate the level at which the difficulty which provokes this error is situated.	Explore different ways of making a 7 using fingers on the two hands Subitize collections of objects up to 7	***Problems (1) (Lesson 11)*** **Objective** Use addition in appropriate situations **Activity Objectives** 1. Use addition in appropriate situations 2. Calculate the sum of two numbers **Oral Activity** Not found **Pedagogical Instructions** The chosen problems are simple addition ones. They are static and do not represent any transformations. "Ziad has 25 red marbles and 32 blue marbles." Therefore, addition is used here as a union of two sets, i.e., the sum of two numbers a and b is the cardinal of the union of these two disjoint sets A and B of respective cardinals a and b.		***Subtracting (Lesson 9)*** **Objective** Subtract two numbers less than 1000 **Activity Objective** Subtract two numbers less than 1000 **Oral Activity** Recite, in decreasing order, numbers between two given numbers **Pedagogical Instructions** Once again the child applies the mental calculation based on withdrawing ones, tens, or hundreds, and on the knowledge of the developed writing of a number. These strategies are based on the inherent properties of numbers and do not require referring to written techniques.		***Division Of A Number By A Numeral (Lesson 12)*** **Objectives** At the end of this chapter, the student will be able to: 1. perform a division where the quotient includes a zero 2. Estimate the order of size of the quotient of a division before performing it **Activities Objectives** 1. Perform a division where the quotient includes a zero 2. Estimate with the help of the multiples the quotient of a division		***Subtraction Of Fractions (Lesson 15)*** **Objectives** 1. Subtract two fractions 2. Subtract two fractions where one of them is a natural number 3. Complete a fraction to the nearest whole number **Activities Objectives** 1. Subtract two fractions 2. Subtract two fractions where one of them is a whole number 3. Round a fraction to the nearest whole number		***Calculation On Literal Expressions (Lesson 16)*** **Objectives** 1. Write formulas by using letters to replace known sizes. 2. Use the distributivity of multiplication over addition in literal expressions. - Express the perimeter, the area of a figure, by using letters. - Translate a statement into letters. 3. Calculate the numerical value of literal expression. - Calculate the numerical value of literal expression. in the case of the positive numbers **Activity Objectives** 1. Write expressions including variables. Give the meaning of these expressions. 2. Translate phrases into mathematical expressions to be used in solving this activity 3. Imagine that a letter stands for a particular given number
The Numbers From 1 To 9 (Lesson11) **Objectives** 1. Associate the numbers from 1 to 9 to a collection and conversely 2. Write the numbers 7 and 8 (It should be 8 and 9) **Activities Objectives** 1. Associate the numbers from 1 to 9 to a collection 2. Associate a collection to a digital writing 3. Write the numbers 8 and 9 **Oral Activity** Count from a number up to 15 **Pedagogical Instructions** The principal errors encountered in counting result from either the fact that the child connot distinguish between the objects that are already counted and those that are not counted yet, or from the bad ordination between positioning of the objects to be counted and the sequence of numbers		***Numbers Up To 99 (Lesson 12)*** **Objectives** Associate a digital writing to a collection **Activity Objectives** 1. Write numbers up to 99 2. Construct a collection corresponding to a given number **Oral Activity** Calculate the sum of two numbers less than 10 **Pedagogical Instructions** Not Found	Locate numbers up to 100 on the number line	***Problems (1) (Lesson 10)*** **Objective** Use addition and subtraction in appropriate situations **Activity Objective** Not Found **Oral Activity** Find the various writings of the same number **Pedagogical Instructions** The exercises of this lesson are a series of simple numerical problems. The objective is to recall various situations whereby the child has to the link these situations to additive or subtractive writings. Note that addition is used to: - group two sets. - partition a set (complement)		***The Function "Divide" (Lesson 13)*** **Objectives** 1. Decompose a number into a sum of numbers to facilitate the division 2. Utilize the function "divide" **Activities Objectives** 1. Decompose a number into a sum of numbers to facilitate the division 2. Utilize the function "divide" to facilitate the calculation		***Mixed Numbers (Lesson 16)*** **Objectives** 1. Write a fraction greater than the unit in the form of a mixed number 2. Transform a fraction into a mixed number and conversely 3. Place a mixed number on a number line **Activity Objectives** 1. Know fractions greater than the unit 2. Understand the meaning of a mixed number (naming it) by using a practical solution 3. Place a fraction greater than the unit on a number line		***Signed Numbers (Lesson 17)*** **Objectives** 1. Identify positively and negatively signed numbers 2. Locate signed numbers on a numerical axis 3. Identify two opposite numbers. **Activity Objectives** 1. Identify positively and negatively signed numbers. 2. Locate signed numbers on a numerical axis 3. Identify two opposite numbers
As many as (Lesson 12) **Objectives** 1. Utilize the term "as many as" 2. Construct a collection having as many objects as a given collection **Activities Objectives** 1. Utilize the term "as many as" 2. Construct a collection having as many objects as a given collection **Oral Activity** Count starting from a given number up to 15. **Pedagogical Instructions** The child, while executing the instruction, is not interested in the quantity of objects used for the game but in the existence of a correspondent for each element. Also the child is interested in the existence of a cap for every felt pen much more than in the quantity of felt pens. He anbandons the procedure of counting to use the procedure of term to term correspondence	[This had better come before the objectives: 1. Recognize the sign = 2. Produce equalities]	***Order Of Numbers Up To 99 (Lesson 13)*** **Objective** Arrange numbers less than 100 **Activity Objective** Compare two numbers less than 99 **Oral Activity** Give, in decreasing order, numbers included between two given numbers less than 69. **Pedagogical Instructions** Comparing by pairs the sets formed by the tens-sticks and the ones-squares facilitates the comparison of two two-digit numbers. It is important to lead the students to directly compare the numbers using the procedure already outlined in the Pedagogical Instructions on page 25. In order to consolidate the distinction between the two signs < and >, try from time to time to write each inequality with the symmetrical inequality: 73 > 69 69 < 73		***Rounding numbers (Lesson 13)*** **Objective** Determine the value of a sum or of a difference where the terms are less than 1000 to the nearest ten or hundred **Activity Objective** 1. Round to the nearest ten and hundred 2. Estimate a sum or difference where the terms are less than 1000 by rounding to the nearest multiples of 10 and 100 **Oral Activity** Find the complement to the upper ten **Pedagogical Instructions** This lesson proposes a means of verification for the plausibility of the result if a sum by means of an order of magnitude of the sum: If the result is impossible, then one must look for the error which in most cases is that alignment. The calculations of the order of magnitude of a sum have a great importance in the development of the autonomy of the child and his critical thinking. Moreover, the order of magnitude of a number is a factor that leads the child, who is used to finding the		***Fractions (Lesson 15)*** **Objectives** 1. Recognize a part of unity in a fractional writing 2. Identify a fractional writing with a part of unity 3. Distinguish the fractions equivalent to unity 4. Calculate the fraction of a number **Activities Objectives** 1. Recognize a part of unity in the fractional form and conversely 2. Recognize the fraction of a number		***Representation Of Decimal Numbers (Lesson 18)*** **Objectives** 1. Write a decimal number in the form of a fraction where the denominator is 10 2. Recognize the thousandth, the ten-thousandth 3. Place any decimal in the place-value table **Activity Objectives** 1. Write a decimal number in the form of a fraction 2. Write a fraction in the form of a decimal number		***Comparison Of Signed Numbers (Lesson 18)*** **Objective** Compare signed numbers **Activity Objectives** 1. Compare two signed numbers of the same sign. 2. Compare two signed numbers of different signs 3. Compare a signed number to zero 4. Write in mathematical language (a) is negative (or positive) 5. Representation on the numerical axis of the numbers which verify the inequalities such as $x > a$; $x < a$; $x \geq a$ (a is an integer).

	More Than - Fewer Than (Lesson 13) **Objective** Utilize the terms "more than", "fewer than" **Activity Objective** Utilize the terms "more than", "fewer than" **Oral Activity** Add 1 to a given sequence or a given number. **Pedagogical Instructions** It would be necessary to insist on the distinction between the two vocabularies. "More... than" and "fewer... than" will be used for the comparison of collections whereas "greater than" and "less than" will be used for the comparison of numbers	replace the term: " fewer than by less than"	***Addition: Calculation Technique (1) (Lesson 14)*** **Objective** Add two numbers where the sum is less than 100 **Activity Objective** Calculate the sum of two two-digit numbers by exchanging tens and ones **Oral Activity** Calculate the doubles of numbers less than 10 **Pedagogical Instructions** Mastering the addition technique (pages 26 and 27) of the decimal numeration principle and the exchange rule facilitates the comprehension of the calculation technique of addition. We insist on the fact that, in each technique, the child has to: - add the ones. - exchange 10 ones for one ten (carry on) - add the tens including the carry on. Note the children must be trained to use this technique.		***Multiplication And Addition (Lesson 14)*** **Objectives** 1. Use the sign x to designate quantities 2. Calculate products **Activity Objective** Use multiplication to translate a repeated addition **Oral Activity** Find the number to take away to have the lower nearest ten **Pedagogical Instructions** The sign x is used to calculate the number of objects of a set divided into groups containing the same number of objects. The product of two numbers is a number. Therefore, it has various writings. In this lesson, to calculate the product, we proceed with a repeated addition. Thus, we transform the calculation of a product into a calculation of a sum. It is very important that the child differentiate between the sign x and the sign +. Since the product of two numbers is a number, then multiplication is an operation which associates to two given numbers a		***Comparing Fractions (Lesson 17)*** **Objectives** 1. Compare fraction: with the same numerator; with the same denominator. 2. Use the comparison in real situations **Activities Objectives** 1. Comparing 2 fractions of the same number having the same denominator 2. Comparing 2 fractions with the same numerator		***Comparison Of Decimals (Lesson 19)*** **Objectives** 1. Compare two decimals 2. Insert a decimal between two given decimals 3. Round a decimal **Activity Objective** Compare two decimals		***Multiplying And Dividing Fractions (Lesson 19)*** **Objectives** 1. Multiply two fractions 2. Divide two fractions **Activities Objectives** 1. The activity is to be done individually followed by data gathering. This will lead students to find results that will help them multiply two fractions 2. The activity is to be done individually followed by data gathering. This will lead the students to divide two given fractions.
	Order Of Numbers up To 9 (Lesson14) **Objectives** 1. Arrange the numbers from 1 to 9 2. Insert a number between two numbers less than 9. 3. Find the follower and the precedent of a number less than 9 **Activities Objectives** 1. Arrange the numbers from 1 to 9 2. Find the number which comes before and the number which comes after, a given number less than 9. **Oral Activity** Count from 9 to 1. **Pedagogical Instructions** The numerical strip is an effective tool for teaching to count, it can be used in order to allow the child to pass little by little from the "concrete numbers" to the "abstract numbers".		***Problems (2) (Lesson 16)*** **Objective** Use addition in appropriate situations. **Activity Objectives** 1. Use addition in appropriate situations 2. Calculate the sum of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The problems represent situations where a transformation is expressed by the verbs: *give, add,* and *advance.* Therefore, it is necessary to insist on the three phases: initial situation - transformation - final situation. We will only be interested in the calculation of the result of the final situation since the initial situation as well as the transformation are known.		***Multiplication: Multiplication Table (Lesson 15)*** **Objectives** 1. Complete the multiplication table 2. Observe algorithms of construction to help in the memorization of multiplication tables **Activity Objectives** 1. Complete the multiplication table 2. Observe algorithms of construction to help in the memorization of multiplication tables **Oral Activity** Add 9 to a given number **Pedagogical Instructions** The goal of this lesson is to teach the children the basic products in order for them to recall the product rapidly. It is important to lead the children to use the bas principles and the basic products to find other products. This will help them have a useful tool in case they forget the basic products. Note that the children will progressively pass from one method of constructing the tables to one of reproducing the tables where the result is stored in the memory.		***Operations On Fractions (Lesson 18)*** **Objectives** 1. Add fractions of the same denominator 2. Subtract fractions of the same denominator **Activities Objectives** 1. Add two fractions of the same denominator 2. Subtract two fractions of the same denominator 3. Complete to unity		***Addition Of Decimals (Lesson 20)*** **Objectives** 1. Add decimals 2. Use a calculator to add decimals 3. Estimate a sum **Activities Objectives** 1. Add two decimals 2. Use a calculator to add decimals 3. Estimate a sum		***Quotient And Ratio (Lesson 20)*** **Objectives** Individual activity followed by gathering of information to get results. The activity aims at making the student capable of: - Finding the quotient of the division of two numbers. - Giving an approximate value for the quotient of two numbers. - Using a/b to represent the quotient **Activities Objectives** 1. Individual activity followed by gathering of information thereby allowing the student to: * Write the ratio of two quantities of the same type and use the ration in the comparison between these two quantities 2. Individual activity followed by gathering of information that will lead to expressing the ratio of two quantities of different types, and identifying the notion of average.
	Comparing Numbers Up To 9 (Lesson15) **Objectives** 1. Utilize a specific vocabulary: "greater than", "less than" 2. Compare numbers less than 9 **Activity Objective** Compare numbers less than 9 **Oral Activity** Count from 15 to 1 starting from a given number. **Pedagogical Instructions** It is preferable to approach the commparison of numbers by choosing identical objects, because the number for the child at this age represents a quantity of concrete objects, and also in order not to confuse a large object with a large number of objects.	Locate numbers up to 10 on the number line	***Subtraction (1) (Lesson 17)*** **Objective** Calculate the difference of two-digit numbers. **Activity Objective** Calculate the difference of two two-digit numbers **Oral Activity** Add 10 to a given number **Pedagogical Instructions** In this lesson, we translate the action of taking away or crossing out objects into subtractive writings. The materials used, consisting of tens-sticks and ones-squares, allow the visualization of the subtraction technique and facilitates its comprehension. - I take away from 7 ones-squares 5 ones-squares; 2 are left. - I take away from 4 tens-sticks 1 tens-stick; 3 are left. Introduce the vertical writing in the table Insist on the fact that the tens-digits must be written in the tens column and the ones-digits in the ones column. Switch the roles in each group and repeat.		***Calculating Products (Lesson 18)*** **Objective** Use products to calculate other products **Activities Objectives** 1. Use products to calculate other products 2. Calculate products of the form: n x 11 and n x 9 **Oral Activity** Recite the multiplication tables of 3 and 4 **Pedagogical Instructions** It is important the children acquire the efficient methods that allow them to find the products that they do not know using the ones that they know. This will train them to find the forgotten result of a product using another or several other products. These efficient methods are largely based on the fundamental properties of multiplication: associativity, commutativity, and distributivity over addition. This lesson allows the children to acquire tools to calculate a product by decomposing it into a sum of fundamental products that are easier to calculate.		***Sexagesimal Numeration (Lesson 20)*** **Objectives** 1. Use sexagesimal numeration in the calculation of durations. 2. Convert units of duration and time 3. Compare durations **Activities Objectives** 1. Convert the units of duration or time (from hours to minutes) 2. Convert the units of duration or time (from minutes to seconds) 3. Convert the units of duration or time (from hours to minutes). Compare durations		***Subtraction Of Decimals (Lesson 21)*** **Objectives** 1. Subtract two decimals 2. Use a calculator to subtract decimals 3. Estimate difference **Activity Objective** 1. Subtract two decimals 2. Use a calculator to subtract decimals		***Percentage (Lesson 21)*** **Objectives** 1. Calculate the percentage of a number 2. Recognize, calculate and compare percentage **Activity Objectives** 1. To be familiar with percentage 2. To simplify the percentage 3. To calculate the percentage of a certain number.
	Additive Writings (Lesson16) **Objective** Produce additive writings with the help of a visual support **Activity Objective** Produce additive writings with the help of a visual support **Oral Activity** Count from 1 to 20 **Pedagogical Instructions** the children are confronted by a situation of initiation to the "fill in the blank" equations of the type a + ... = b. It would be good to note that we rely on a visual support in order to produce different writtings of the same number	Model addition and subtraction situations.	***Problems (3) (Lesson 20)*** **Objective** Use subtraction in appropriate situation **Activity Objectives** 1. Use subtraction in appropriate situations 2. Calculate the difference of two numbers **Oral Activity** List in decreasing order the sequence of numbers included between two given numbers less than 99 **Pedagogical Instructions** The chosen problems deal with situations requiring subtraction. It should be noted that the child, this year, will tackle the different aspects of subtraction. In this lesson, the situations correspond to the calculation of *what is left.* The questions that trigger subtraction are of the type *How many---- are left?* The other three aspects of subtraction-related situations will be treated in future lessons. All of the problems in this lesson describe non-static situations; they show transformations.		***Double And Triple Of (Lesson 19)*** **Objective** Calculate the double and triple of a number **Activities Objectives** 1. Calculate the double of a number 2. Calculate the triple of a number **Oral Activity** Recite the multiplication tables of 6 and 7 **Pedagogical Instructions** It would be a good idea to ask the groups to find which parts of the human body exist in double (eyes, ears, hands, feet, lungs, etc.). This will help them reinforce the concept of double. Note that the calculation of the double or triple of a number is a concrete example of the use of the function multiply.		***Computation Of Duration And Time (Lesson 21)*** **Objectives** 1. Add and subtract durations 2. Perform conversions in sexagesimal system 3. Resolve problems that involve addition and subtraction of durations **Activities Objectives** 1. Find the units of measure of time and their relationships 2. Add and convert		***Product Of A Duration By A Natural Number (Lesson 23)*** **Objective** Multiply a duration by a Natural number **Activity Objectives** 1. Review addition of time 2. Use the answers obtained from the addition to find the principle of multiplying a duration by a natural number and to compare it to the calculation technique of multiplying two natural numbers 3. Make use of the product of a duration by a natural number since adding 64 times is a long process		***Proportionality (Lesson 22)*** **Objectives** 1. Recognize and construct two proportional sequences 2. Calculate the proportionality coefficient and the fourth proportional **Activity Objective** to be familiar with proportions
	ADD (continuation) (Lesson17) **Objective** Add a number to another, such that their sum is less than 9 **Activities Objectives** 1. Add 1 (or 2) to a given number 2. Add a number to another number such that the sum is less than 9 **Oral Activity** Count from 1 to 20 **Pedagogical Instructions** In the beginning, counting is visualized by the use of the numerical strip or the fingers then developed into a mental counting		***Adding Or Subtracting Ones And Tens (Lesson 21)*** **Objective** Add or subtract numbers less than 100 **Activity Objective** Calculate the sum of two numbers **Oral Activity** Recite addition tables **Pedagogical Instructions** In this lesson, we will tackle a strategy that favors mental calculation and that consists of dealing with the ones only or the tens only in order to calculate their sum or difference. In 45 + 3 and 45 - 3, where we operate with the ones-digits, we can use the ones-squares and tens-sticks or the number line in order to facilitate the comprehension of the strategy. As for 45 + 30 and 45 - 30, where we operate with the tens-digits, the use of the tens-sticks and ones-squares fixes the comprehension of the strategy. It is important to lead the child to calculate mentally a sum or a difference when the addition or subtraction is written in horizontal form and not to resort to writing it in vertical		***Numbers Up To 9 999 (Lesson 20)*** **Objective** Read and write four-digit numbers **Activity Objectives** 1. Introduce the number 1 000 2. Write in digits and in words four-digit numbers **Oral Activity** Recite the multiplication tables of 2, 3, 4, 5, 6, and 7 **Pedagogical Instructions** This lesson, introducing the thousands, is similar to that of introducing the hundreds. This is done in order to create a familiar environment for the child. This lesson may seem difficult for some children because they have to read numbers that they are not familiar with. To facilitate the process, ask the children to write the number in the place-value table first and then read it. Train the children to have a space between the thousands class and the units class. This will also facilitate the reading process. Another difficulty that the children may		***Decimal numbers (Lesson 22)*** **Objective** Recognize the decimal numbers with one decimal **Activity Objectives** 1. Recognize the existence of numbers between the given integers 2. Recognize the notion of "tenths" 3. Classify the tenths in a position table. Recognize the decimal point		***Division Of A Decimal By A Natural Number (Lesson 24)*** **Objectives** 1. Divide a decimal by a natural number 2. Mentally divide a decimal by 10, 100, 1000 3. Find the nearest value to the quotient **Activity Objectives** 1. Know that dividing a decimal by a natural number is reduced to dividing the ones, then the tenths, and then the hundredths by this natural number 2. Find a nearest value to the quotient without using the term upper and lower		***Addition And Subtraction Of Signed Numbers (Lesson 24)*** **Objective** Add and subtract many signed numbers. **Activities Objectives** 1. Adding integers. 2. Add two integers (having the same sign or opposite signs). 3. Subtract two integers (having the same or opposite signs).

	Grouping (Lesson19) **Objectives** 1. Carry out groupings in ten 2. Utilize the ten **Activities Objectives** 1. Carry out groupings 2. Carry out groupings in ten **Oral Activity** Recite the sequence of numbers up to 20. Interrupt from time to time the child who is reciting the sequence, then ask him to continue. **Pedagogical Instructions** The child already knows, through the numerical counting rhyme, that right after 9 comes the number called 10; he even knows how to count after ten (but he does not know that number ten is written 10). It is hence from the counting rhyme that child will be able to group the objects by ten		***Problems (4) (Lesson 23)*** **Objective** Use subtraction in appropriate situations **Activity Objectives** 1. Use subtraction in appropriate situations 2. Calculate the difference of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The problems deal with situations requiring subtraction. A new aspect of subtraction is tackled because the situations that do not have a dynamic representation correspond to the calculation of the *complement*. The child is already familiar with the calculation of the complement by using the calculation of addition where he had to find the result by *reconstructing* or counting. Today, the child will get to know subtraction as a new tool to calculate the complement.		***Comparing Numbres (Should be Numbers) Up To 9 999 (Lesson 21)*** **Objective** Compare two numbers less than 10 000 **Activity Objective** Compare two numbers less than 10 000 **Oral Activity** Take away 10 (100) from a given number **Pedagogical Instructions** The technique of comparing four-digit numbers favors the comprehension of the system of numeration by pointing out the importance of the column of the digit in the number. This is why it is advisable to state the criteria of comparison every time the children are asked to compare two numbers.		***Division By The Multiples Of 10 (Lesson 24)*** **Objective** At the end of this chapter the student will be able to divide a number by a multiple of 10 with two digits **Activities Objectives** 1. Calculate the quotient and the remainder of the division of a number by a multiple of 10 with two digits, and that with aid of the principle of distribution 2. Utilize the greatest multiple of the divisor that is inferior to the devidend for calculating the quotient		***Decimal Quotient (Lesson 26)*** **Objectives** 1. Find the decimal quotient of a natural number by another 2. Divide a natural number by 10, 100, and 1000 3. Choose, in a concrete situation, between the division with a remainder and the division with a decimal quotient **Activities Objectives** 1. Find out the use of the decimal quotient 2. Divide a natural number by 10, 100, and 1000 3. Choose, in a concrete situation, between the division with a remainder and the division with a decimal quotient		***Division A Duration By An Integer (Lesson 26)*** **Objectives** 1. Divide a duration by an integer inferior to ten. 2. Recognize the sub-multiples of a second. **Activity Objectives** 1. Individual work 2. The main objective of the activity is to make the students capable of dividing under no specific duration a number inferior to 10, and to help them feel the need to show the decimal fractions (or others) in terms of seconds.
	Tens And Ones (Lesson20) ***Objectives*** *Distinguish between tens and ones* ***Activity Objective*** *Distinguish between tens and ones* ***Oral Activity*** *Ask a child to recite the sequence of numbers from 1 to 20, stop him at a point and ask another to continue.*	Group objects and numbers up to 100 in tens and ones Use concrete manipulatives (Unifix cubes, match stick bundles) to form tens out of ones and vice versa	***Subtraction: Calculation Technique (1) (Lesson 24)*** **Objective** Calculate the difference of two numbers less than 100 **Activity Objective** Calculate the difference of two two-digit numbers by exchanging tens and ones **Oral Activity** Find the nearest highest ten of a given number **Pedagogical Instructions** The child has difficulties in understanding the notion of *carry on, exchange, rename,* or *regroup* without visual support. Using the tens-sticks and the ones-squares is necessary for understanding the calculation technique of subtraction. Writing in vertical form is also necessary to perform the calculation of a difference with regrouping. It is important to lead the children to state and formulate the technique: - I write the subtraction in vertical form. - Since 4 minus 6 is impossible, I exchange one ten for 10 ones. - I get 2 and 14 ones.		***Fractions (Lesson 24)*** **Objective** Recognize a fraction **Activity Objective** Recognize a fraction **Oral Activity** Find the number that follows or precedes a given number **Pedagogical Instructions** Fractions play an important part in the child's daily life. He deals with them in various ways and at various times in his environment. He will see them again when he determines the time by using the vocabulary: a quarter, half past, and quarter to.	Recognize and name unit fractions down to 1/10 Recognize and name the fractions: 2/3 and 3/4 And relate them to time telling	***Division By A Number With Two Digits (Lesson 25)*** **Objective** At the end of this chapter the student will be able to divide a number by an integer with two digits **Activities Objectives** 1. Perform a division and proceed by partitioning 2. Use the greatest multiple of the divisor inferior to the dividend to calculate the quotient and the remainder 3. Divide a number by an integer with two digits		***Multiplication Of Two Decimals (Lesson 27)*** **Objective** Multiply two decimals **Activities Objectives** 1. Show geometrically the relation between the number of decimal places of the factors and that of the product 2. Use the calculator to show that the number of decimal places of the product is equal to the sum of the decimal places of the factors 3. Multiplication of two decimal numbers is reduced to the normal multiplication, but the number of decimal places is taken into consideration		***Remarks: Teacher's guide to curriculum (the numbers represent where they are in "التصميم"*** 9.3 Scale
	Tens And Ones (Continuation) (Lesson21) **Objectives** 1. Exchange ten "ones-squares" for one "tens-strip" 2. Count a collection of tens-strips and ones-squares **Activity Objective** Exchange ten "ones-squares" for one "tens-strip" for counting a collection **Oral Activity** Dictate the number (s) from 1 to 9 in order. **Pedagogical Instructions** The use of these two modes of representation allows a rapid quantification of the collection and constitutes a tool for learning calculations on two-digit numbers.		***Problems (5) (Lesson 27)*** **Objective** Use subtraction in appropriate situations **Activity Objectives** 1. Use subtraction in appropriate situations 2. Calculate the difference of two numbers **Oral Activity** Recognize in a number the tens and ones **Pedagogical Instructions** Another new aspect of subtraction is tackled in this lesson. Situations corresponding to the calculation of *what is missing*. The given can lead the child to represent the problem as a missing addition. We know how many there are in all and one of its parts. We have to find the other part. It would be good to reduce this addition to a simple subtraction calculation.		***Problems (2) (Lesson 26)*** **Objective** Use addition and subtraction in appropriate situations **Activity Objective** Not Found **Oral Activity** Not Found		***Decimal Numbers (2) (Lesson 26)*** **Objectives** 1. Recognize a decimal number with two digits after the point 2. Compare two decimal numbers **Activities Objectives** 1. Discover a decimal number with 2 digits after the point 2. Compare 2 decimal numbers **Pedagogical Instructions** The children have already used addition and subtraction. This lesson aims at reinforcing the meaning of these operations, to combine them in order to solve the problem by using numbers less than 10 000. The meaning of the operation is stressed. The child must be guided to understand the situation so as to translate it into mathematical writing. Note that the situations represent the various aspects of the operations: static or dynamic.		***Division Of Two Decimals (Lesson 30)*** **Objective** Divide two decimals **Activity Objectives** 1. The quotient does not change when the divisor and the dividend are multiplied by 10, 100, or 1000 2. Division of a decimal by a decimal is reduced to division of a decimal by a natural number or of a natural number by a natural number		
	Writing 10 (Lesson 22) **Objectives** 1. Associate the number 10 to a collection of ten elements 2. Associate a collection to a digital writing and conversely **Activity Objective** Associate the number 10 to a collection of ten elements **Oral Activity** Count from 15 to 1 **Pedagogical Instructions** Adding one unit toa collection of 9 units allows forming one ten and the number of ones becomes nul (zero). Also 0 (zero) is used to mark the absence of ones. With the writing 10, the child learns that the position of ones is to the right.	Use concrete and pictorial models to create a set with a given number of objects Count back from a number less than 15	***Hundred (Lesson 28)*** **Objectives** 1. Make groupings of 100 2. Use the hundred **Activity Objective** Construct a hundred **Oral Activity** Count by 2 starting from a given number **Pedagogical Instructions** Grouping by 10 plays an important role in numeration and constitutes a faster way of numbering. Moreover, following this grouping, several units will be introduced such as ten and hundred. A hundred is a set of 10 objects (necklaces, tens-sticks, ...) where each one of them is formed by 10 unit objects (pearls, ones-squares, ...). We will designate the grouping of tens-sticks by a hundreds-bar.		***Multiplication By 10 And By 100 (Lesson 27)*** **Objective** Calculate the product of a given number by 10 and by 100 **Activities Objectives** 1. Calculate the product of a given number by 10 2. Calculate the product of a given number by 100 **Oral Activity** Not Found **Pedagogical Instructions** Habit leads some to say that, to multiply a given number by 10, we add a zero to this number. In fact, we do not add a zero, but we write a zero to the right of this number. This is also applicable tp the multiplication by 100 where we write two zeros to the right of the given number.		***Addition Of Decimals (Lesson 28)*** **Objectives** 1. Adding two decimals Having the same number of decimals Not having the same number of decimals 2. Perform the addition of 2 decimals by using the calculator 3. Estimate and round off the sum to the nearest unit 4. Add mentally decimals inferior to unity **Activities Objectives** 1. Add decimals numbers 2. Use the calculator for adding two decimal numbers. Estimate a sum.			
	The writing of 10 (Lesson 23) **Objectives** 1. Write 10 in the form of a sum of two numbers 2. Find the complement to 10 of a given number less than 10 **Activities Objectives** 1. Write 10 in the form of a sum of two numbers 2. Find the complement to 10 of a number **Oral Activity** Insert a number between two given numbers. **Pedagogical Instructions** In order to determine the complements to 10, the child can rely on his memory, counting of the use of certain material (bars, tokens, pearls...), Note that we can teach the child the complements to 10 by the analogy of the structure among the fingers of both hands.	Use hands / fingers to explore and find complements of different numbers to 10 Use hands / fingers to informally find number facts of 10 (5 and 5, 7 and 3, 6 and 4, etc)	***Hundreds, Tens, Ones (Lesson 29)*** **Objective** Number a set of hundreds-bars, tens-sticks, and ones-squares **Activities Objectives** 1. Distinguish between hundred, ten and one 2. Associate to a given collection a number of hundreds-bars, tens-sticks, and ones-squares 3. Associate a collection to a given number **Oral Activity** Count by 10 starting from a given number **Pedagogical Instructions** Not Found		***Multiplying By A Whole Number Of Tens Or Hundreds (Lesson 28)*** **Objective** Calculate the product of a number by a whole number of tens or hundreds **Activity Objective** Calculate the product of a number by a whole number of tens **Oral Activity** Not Found **Pedagogical Instructions** The children have already tackled multiplication by 10 and by 100 by interpreting the calculation in the context of their knowledge of the decimal numeration: 10 x 17 is 17 tens and 100 x 17 is 17 hundreds In order to multiply by a whole number of tens or hundreds, the children will have to use their knowledge on the decimal numeration by reducing the calculation of 4 x 20 to the calculation of 4 x 2 tens. This strategy is based on the associative property of multiplication: 4 x 20 = 4 x (2 x 10)		***Subtraction of decimals (Lesson 29)*** **Objectives** 1. Subtract two decimals having the same number of decimals not having the same number of decimals 2. Calculate a difference with the aid of a calculator when it is a matter of decimal numbers 3. Estimate and round off a difference to the nearest integer **Activities Objectives** 1. Compare two decimal numbers 2. Measure the difference between two lengths 3. Dispose the numbers conveniently to subtract them 4. Use the calculator to subtract 5. Estimate a difference			

	The Numbers up to 13 (Lesson24) **Objectives** 1. Associate the numbers 11, 12, 13 with a collection and inversely. 2. Write the numbers up to 13 3. Distinguish between the digits of the tens and ones in the numbers from 10 to 13 **Activities Objectives** 1. Associate 11, 12, 13 with a collection 2. Associate a collection with a digital writing **Oral Activity** Count from 2 to 10 in two's. **Pedagogical Instructions** In order to discover from 10 to 13, the child is brought to the note that there is always a ten (a tens-strips) and thathe has to observe the number of ones (ones-squares), as he can globally perceive.	Subitize collections of objects up to 13 Use concrete manipulatives (Unifix cubes, bundles of match sticks) to represent numbers up to 13 as ones and tens	***Hundreds (Lesson 30)*** **Objectives** 1. Associate the number 100 to a given collection. 2. Associate a digital writing to a collection **Activities Objectives** 1. Associate the number 100 to a given collection 2. Associate a digital writing to a given collection **Oral Activity** Add 2 to a given number **Pedagogical Instructions** The child already knows the word hundred as a group of 10 tens. Associate the number 100 in this lesson. It is important that he can state various writings of the number 100 such as hundred and 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 The absence of the ones-squares and the tens-sticks allows him to discover the hundreds from 100 to 900. The *big unit* hundred is used and reduces counting by 100 to counting by 1: 200 is 100 and 100, it is also 1 hundred and 1		***Units Of Length (1) (Lesson 31)*** *(Should be in measurement)* **Objective** Recognize that 1 cm = 10 mm **Activity Objective** Recognize that 1 cm = 10 mm **Oral Activity** Multiply a given number by 10 or by 100 **Pedagogical Instructions** So far, the child has used a bound to measure the length of 23 mm and has given its measure with the expression between 2 cm and 3 cm. The introduction of the mm will allow him to have more precise measures of segments or objects. It is necessary to insist on the precision of measures and on the positioning of the zero of the measuring instrument with respect to the endpoint of the segment or the object to be measured.		***Multiplication Of A Decimal By An Integer (Lesson 31)*** **Objectives** At the end of this chapter, the student will be able to: 1. multiply a decimal by an integer; 2. multiply a decimal, with one decimal, by 10 and 100; 3. multiply a decimal, with two decimals, by 10 and 100. **Activities Objectives** 1. Lay out and perform the multiplication of a decimal by an integer with one digit 2. Lay out and perform the multiplication of a decimal by an integer with 2 digits				
	The Numbers up to 16 (Lesson 25) **Objectives** 1. Associate 14, 15, 16 with a collection and inversely. 2. Write the numbers up to 19(16) 3. Distinguish between the digits of the tens and the ones in the numbers from 10 to 16 **Activities Objectives** 1. Associate 14 to a collection 2. Associate a collection to a digital writing **Oral Activity** Count from 2 to 15 in two's. **Pedagogical Instructions** For the numbers up to 16, the oral numeration does not allow the imagination of the numbers (we say sixteen and not ten-six, fifteen and not ten-five...)	Subitize collections of objects up to 16 Use concrete manipulatives (Unifix cubes, bundles of match sticks) to represent numbers up to 16 as ones and tens	***Numbers Up To 199 (Lesson 31)*** **Objective** Associate to a given collection, whose number is less than 200, a digital writing and vice versa **Activities Objectives** 1. Associate a digital writing to a given collection 2. Associate a collection to a digital writing **Oral Activity** Add a ten to given numbers **Pedagogical Instructions** Reading a number written in words is added to the digital numeration of the "dictionary" of numbers. To be able to discover numbers from 100 to 199, the child must be led to notice that there is always a hundred (one hundreds-bar) and that he has to observe the numbers of tens (tens-sticks) and ones (ones-squares). Moreover, the child must be led to perceive the number as a whole.	Subitize collections of objects up to 200, grouped in tens and ones (could be Unifix cubes, bundles of match sticks, hands and fingers, beads on necklaces with 10 beads) Subitize collections of small objects in a jar (M & M's) up to 200	***Multiplication Techniques (Lesson 32)*** **Objective** Calculate the product of a given number by a one-digit multiplier **Activity Objective** Calculate the product of a given number by a one-digit multiplier **Oral Activity** Recite the multiplication tables **Pedagogical Instructions** The children have already tackled the calculation technique of products in Grade 2. This year, they must acquire a certain number of calculation procedures of a product and master the multiplication technique of a number by a two-digit multiplier. The principle of the multiplication technique is based on the distributive property of multiplication over addition. It consists of decomposing the given number into its developed writing in order to use the fundamental products. The use of the numeration materials allows the visualization of the various procedures of this technique.		***Problems (Lesson 35)*** **Objectives** Not Found **Activity Objectives** Not Found				
	The numbers up To 19 (Lesson27) **Objectives** 1. Associate 17, 18, 19 to a collection and inversely. 2.Write the numbers up to 19 3. Distinguish the digits of the tens and the ones in the numbers from 10 to 19 **Activities Objectives** 1. Associate a digital writing to a collection (Associate 17, 18, 19 to a collection) 2. Associate a digital writing to a collection **Oral Activity** Add 1 to a given sequence.	Subitize collections of objects up to 19 Use concrete manipulatives (Unifix cubes, bundles of match sticks) to represent numbers up to 19 as ones and tens	**Order Of Numbers Up To 199 (Lesson 32)** **Objective** Arrange numbers less than 200 **Activity Objective** Compare two numbers less than 200 **Oral Activity** Add three numbers less than 10 **Pedagogical Instructions** Comparing two three-digit numbers less than 200 is reduced to the comparison of two two-digit numbers since the hundreds-digit is the same.		***Problems (3) (Lesson 33)*** **Objective** Use addition, subtraction, and multiplication in appropriate situations **Activity Objective** Not Found **Oral Activity** Find multiplicative writings of a given number **Pedagogical Instructions** The exercises of this lesson are a series of simple numerical problems. The objective is to recall various situations where the child has to link these situations to additive, subtractive, or multiplicative writings. These exercises aim at verifing (verifying) mainly the acquisition of the multiplication technique.					
	Order of Numbers Up To 19 (Lesson 28) **Objectives** 1. Arrange the numbers up to 19 2. Insert a number between two numbers less than 19 3. Find the following and preceding numbers of a number less than 19. **Activities Objectives** 1. Arrange the numbers up to 19 2. Find the number which comes just before and the number which comes after a given number less than 19 **Oral Activity** State a sum less than 19 of two equal numbers: (2+2, 5+5,...). **Pedagogical Instructions** The numerical strip is a tool which allows fixing the mental representationsof the sequence of numbers and facilitating the passage of these numbers to the abstraction.	Locate numbers up to 20 on the number line	**Problems (6) (Lesson 33)** **Objective** Use subtraction in appropriate situations **Activity Objectives** 1. Use subtraction in appropriate situations. 2. Calculate the difference of two numbers **Oral Activity** Find the number that should be added to complete to the nearest highest ten. **Pedagogical Instructions** The child will tackle another aspect of subtraction where the situations correspond to the calculation of the difference. *Difference* is defined as *how many more are there* or *what exceeds* in Exercises 1 and 5. It is defined as *difference, measure of variation,* or *putting aside* in Exercises 2, 3 and 4.		***Numbres*** *(should be numbers)* ***Up To 99 999 (Lesson 34)*** **Objectives** 1. Read and write five-digit numbers 2. Compare two numbers less than 100 000 **Activities Objectives** 1. Introduce the number 10 000 2. Write in digits and in words five-digit numbers 3. Compare two numbers less than 100 000 **Oral Activity** Count by 2 and by 10 in decreasing order starting from a given number **Pedagogical Instructions** The introduction of five-digit numbers should not cause any problems to the children because they already know two, three, and four-digit numbers; they just proceed to the five-digit numbers by induction. Make sure to insist that the digit zero is not written for nothing, it is a useful zero when it is not in the highest position of the digits in a number. You can use Lebanese Liras to conceptualize this idea.				
	Comparing Numbers Up To 19 (Lesson 29) **Objectives** 1. Use a specific vocabulary :"greater than" , "less than" 2. Compare two numbers less than 19 **Activity Objective** Compare two numbers less than 19 **Oral Activity** Recite the addition table of number 5 **Pedagogical Instructions** Comparing numbers up to 9, already aquired, is reinvested in comparing number up to 19.	Use the terms: the least and the greatest	***The Sign "X" (Lesson 35)*** **Objective** Write the repeated addition of a number as a multiplication. **Activities Objectives** 1. Introduce the sign x 2. Use the sign x **Oral Activity** Round to the nearest ten a given number **Pedagogical Instructions** In this chapter, multiplication is tackled as a *repeated addition.* The sum a + a + ... + a of n numbers of a is written as a x n meaning that 4 + 4 + 4 + 4 + 4 is written as 4 x 5. This representation defines the product of two numbers using the sum of numbers but it does not illustrate the commutative property of multiplication. Thus, 5 x 4 = 5 + 5 + 5 + 5 does not show its equality with 4 x 5 = 4 + 4 + 4 + 4 + 4 It is important to characterize 4 x 5 as the number of objects contained in 4 groups of 5 identical objects each and that it substitutes repeat addition.		***Addition Or Subtraction (2) (Lesson 35)*** **Objective** Add or subtract numbers up to 99 999 **Activity Objective** Add or subtract numbers up to 99 999 **Oral Activity** Calculate square products **Pedagogical Instructions** The child will not face difficulties deducing the calculation techniques of addition and subtraction of five-digit numbers. In general, the errors committed do not concern the algorithm of the operations but are relevant to the positioning, the significance of the positions of the digits, and the principle of exchange that links the thousands, hundreds, tens, and ones. It is also important that the child keeps on practicing the technique in order to master it.				

	Add On The Number Line (Lesson 31) **Objective** Calculate the sum of the two numbers by using the number line **Activity Objective** Calculate the sum of the two numbers by using the number line **Oral Activity** Recite the addition table of number 6. **Pedagogical Instructions** The number line is used as a visual tool for the addition of two numbers. In other words, calculating m + n is reduced to placing oneself on number m and advancing n jumps	Before this: Represent numbers up to 10 on the number line After: Represent numbers up to 20 on the number line [then expand the range of addition on the number line to up-to-20]	***Product (Lesson36)*** **Objective** Write the product of two numbers **Activity Objective** Write the product of two numbers **Oral Activity** Give the number that precedes or follows a number less than 200 **Pedagogical Instructions** In this lesson, the child has to learn to replace addition by multiplication and to calculate the product using repeated addition illustrated by a visual aid.		***Multiplying By A Two-Digit Number (Lesson 39)*** **Objective** Elaborate on the standard multiplication technique **Activity Objective** Elaborate on the standard multiplication technique **Oral Activity** Find the greater of two given numbers **Pedagogical Instructions** Having mastered the multiplication tables, the children must automatically perform the calculation. The multiplication technique is based on the multiplication of a given number by one-digit multiplier. It is important to insist on the algorithm because children will have to deal with products and sums. In case of difficulties to calculate partial products, let the children use the multiplication table so that they can concentrate on the algorithm of the technique.					
	Add with 6 And 7 (Lesson 32) **Objective** Add a number to 6 and 7 **Activity Objective** Add a number to 6 and 7 **Oral Activity** Recite the tables of addition of 5 and 6. **Pedagogical Instructions** It is a matter of using a means of representation based on intermediate grouping of 5.		***Multiplication: Tables Of 2 And 10 (Lesson 37)*** **Objective** Multiply by the same number 2 **Activities Objectives** 1. Calculate the product of a number by 2 2. Construct the multiplication table of 2 **Oral Activity** List in decreasing order the numbers included between two given numbers less than 200 **Pedagogical Instructions** A way of constructing the multiplication table of 2 is to use the number strip where successive skips of every other square are marked. The number written in the arrival square is the result of the multiplication of 2 x n where n represents the number of skips starting from 0 to arrive at this square. This method links the concept of multiplication to repeated addition. After constructing a table, we can display it in the classroom to use it as an aid while regularly reciting tables. This will favor visual memorization.		***Problems (4) (Lesson 40)*** **Objective** Use addition, subtraction, and multiplication in appropriate situations **Activity Objective** Not Found **Oral Activity** Round a given number to the nearest ten or hundred **Pedagogical Instructions** The exercises of this lesson are a series of simple numerical problems. The objective is to recall various situations where the child has to link these situations to additive, subtractive, or multiplicative writings. These exercise aim at giving the child an opportunity to apply his knowledge of the three operations and reinforce his acquisition of the calculation techniques.					
	The Tens From 20 Up To 60 (lesson 34) **Objectives** 1. Associate the tens from 20 up to 60 with a collection. 2. Read and write the tens from 20 up to 60. **Activity Objectives** 1. Associate the tens from 10 up to 60 with a collection. 2. Read and write the tens from 10 up to 60. **Oral Activity** Count up to 30 starting from a number. **Pedagogical Instructions** In order to facilitate the introduction of literal writing of tens, note the common indices between the number and the corresponding ten: thirty to the word three,fourty to four, fifty to five ...	Count by tens from 10 to 60 Subitize collections of objects up to 60, grouped in tens and ones (could be Unifix cubes, bundles of match sticks, hands and fingers, beads on necklaces) Subitize collections of small objects in a jar (M & M's) up to 60	***Multiplication: Tables Of 3 And 4 (Lesson 39)*** **Objective** Multiply by the same number 3 **Activities Objectives** 1. Calculate the product of a number by 3 2. Construct the multiplication table of 3 **Oral Activity** Recite the multiplication tables 2 and 10 **Pedagogical Instructions** Children construct tables 3 and 4 the same way as that of 2. Although a child knows how to construct a multiplication table, it is not easy for him to memorize it. Therefore, he must be given a strategy for memorization. This strategy is not only a simple recitation but must provide him with references to reconstruct the results. For example, knowing that 2 x 5 = 10, to calculate 2 x 6, it is enough to add 2 to 10...		***Sharing, Disturbing (Lesson 46)*** **Objective** Calculate the quotient and reminder of an Euclidean division using various procedures **Activity Objective** Calculate the quotient and reminder of an Euclidean division using various procedures **Oral Activity** Count by 25 or by 50 starting from 100 **Pedagogical Instructions** This lesson is to help children understand a concept rather than apply a method. The proposed activities are those relative to distribution and sharing aiming at introducing division and making equal shares where the children have to use the procedures related to successive subtractions. Mastering the division technique is not required. What is required is the development of the necessary skills to treat the distribution and sharing problems by procedures of empirical calculation in order to allow the children to progressively reach the final algorithm of division. Thus, the children will have to find the					
	Adding Tens (lesson 35) **Objective** Add tens whose sum is less than 70 **Activity Objective** Add tens whose sum is less than 70 **Oral Activity** Count up to 69. **Pedagogical Instructions** The use of tens-strip for representation a ten helps to imagine the addition of the multiples of 10		***Numbers Up To 499 (Lesson 41)*** **Objective** Associate to a given collection, whose number is less than 500, a digital writing and vice versa **Activities Objectives** 1.. Associate a digital writing to a given collection 2. Associate a collection to a digital writing **Oral Activity** Recite the tables of 2 and 3 **Pedagogical Instructions** Many children see three-digit numbers as a sequence of digits written in specific positions, and they fill the place-value table mechanically. It is important that the child associates with the term hundreds, tens, and ones a sense of grouping and that he gives each digit its role according to its position. We are interested in three forms of writing a number: digits, words, and developed.		***Multiplication And Division (Lesson 47)*** **Objective** Establish the link between a ÷ b = c and the multiplicative writing that follows **Activity Objectives** 1. Introduce the sign ÷ 2. Link the writing a÷b = c to a = b x c or a = c x b **Oral Activity** Compare two five-digit numbers **Pedagogical Instructions** The acquired knowledge from the previous chapters is used to tackle the concept of division using known concepts. It does not consist of teaching the children to use the division algorithm but to make them understand the basic concepts. The writing of the type: 15 = 3 x 5 is enough to establish that 5 is the quotient of the division of 15 by 3. Note that division is an operation is an operation that we use to find the number of parts or the value of a part.					
	The Numbers Up To 69 (lesson 36) **Objectives** 1. Associate a number between 1 and 69 to a collection and conversely. 2. Read and write the numbers up to 69. **Activities Objectives** 1. Associate a number to a collection. 2. Associate a collection to a number from 1 to 69. **Oral Activity** Count up to 69 starting from a given number. **Pedagogical Instructions** The comprehension of the principle of the numeration system: "in a two-digit number, the one to the left represents the ten-digit and the one to the right the ones-digit " allows the child to know how to read every two-digit number in tens and ones. In 46 there are 4 tens and 6 ones. This principle allows us to show the role of the number 10 in the writing of a 2 digit number: in 46 there are 4 tens and one six.		***Order Of Numbers Up to 499 (Lesson 42)*** **Objective** Arrange numbers less than 500 **Activity Objective** compare two numbers less than 500 **Oral Activity** Recite table 4 **Pedagogical Instructions** The use of the structured material facilitates the comparison of two numbers. While discussing the results, generate with the children the following rules for comparing two three-digit numbers: - If the hundreds-digits of the two numbers are not the same, then the greater one is the one that has the greater hundreds-digit. - If the hundreds-digits of the two numbers are the same, then the greater one is the one that has greater tens-digit. - If the hundreds-digits and the tens-digits of the two numbers are the same, then the greater one is the one that has greater ones-digit. When comparing two additive writings, lead the children to compare the terms and not to		***Units Of Length (2) (Lesson 48)*** *(should be in measurement)* **Objective** Recognize that 1 km = 1 000 m **Activity Objective** Recognize that 1 km = 1 000 m **Oral Activity** Take away a number less than 10 from a given number **Pedagogical Instructions** The child already knows the km as a unit of length from the road signs (Beirut 45 km), speed of cars (he drives at a speed of 60 km per hour), etc. In this lesson, he discovers the relation between this unit and the meter and also the usefulness of this unit to measure big distances. Conversion activities from kilometer, meter, and centimeter into meter and centimeters are necessary to consolidate the knowledge of these units.					

	Order Of Numbers Up To 69 (lesson 37) **Objectives** 1. Arrange the numbers less than 69. 2. Give the following and preceding numbers of a number less than 69. 3. Insert a number between two numbers less than 69. **Activities Objectives** 1. Arrange the numbers less than 69. 2. Give the following and preceding numbers of a number less than 69. **Oral Activity** Recite the table of addition of number 7. **Pedagogical Instructions** The commprehension of the principle of numeration: "adding 1 to 9 ones reduces to adding a ten "hence allows the child to master the sequence of numbers.		***Addition (3) (Lesson 43)*** **Objective** Add two numbers where the sum is less than 500 **Activity Objective** Add two numbers where the sum is less than 500 **Oral Activity** Recognize the hundreds, tens, and ones in a three-digit number. **Pedagogical Instructions** Calculating sums in vertical form, which is a unique procedure of calculation, is very important for the calculation of big numbers. The child must know the principle of positioning numbers. The child is already familiar with the technique of adding two two-digit numbers. It is not difficult to deduce this technique to add two three-digit numbers.		***Determine The Time (Lesson 49)*** **Objective** Tell the time **Activity Objective** Tell the time **Oral Activity** Get a result using given numbers. Use 4 and 5 to get 20 **Pedagogical Instructions** The children have already learned how to tell the time without referring to a.m. or p.m. In this lesson they discover the notations a.m. and p.m. and their meaning and that the day is 24 hours long.						
	Ordinal Numbers (lesson 39) **Objective** Number the elements of a collection. **Activity objective** Number the elements of a collection. **Oral Activity** Recite the table of addition of numbers 7 and 8. **Pedagogical numbers** The number aspect, already known by the child, is conncected to quantity. The number represents for him the number of objects in a collection. This is the cardinal number. Also, an ordinal number only makes sense in an orderly sequence and with respect to a specified reference. It should also be noted that, the ordinal number, an aspect connected to the quantity is also hidden.	Identify the terms "the first", "the second", "the third", ... "the last", Use the terms "the first", "the second", "the third", ... "the last" to refer to objects in an ordered collection	***Subtraction (2) (Lesson 44)*** **Objective** Subtract two numbers less than 500 **Activity Objective** Subtract two numbers less than 500 **Oral Activity** Give the number that precedes or follows a number less than 500 **Pedagogical Instructions** Like addition (page 90), the child uses his knowledge of the principles of the decimal numeration and the meaning of subtraction. Various strategies could be used to calculate a difference. Mainly if one of the numbers is a one-digit number, then one could use the number line, for example (see Exercise 5, page 93), or mental calculation...		***Problems (6) (Lesson 51)*** **Objective** Use addition, subtraction, and multiplication in appropriate situations **Activity Objective** Not Found **Oral Activity** Find the complement of a multiple of 10 to the nearest upper hundred **Pedagogical Instructions** The children have already dealt with various situations linked to addition, subtraction, or multiplication. This lesson reinforces the concepts of these operations and combines them in order to solve problems. Therefore, the child has to understand the situation and translate it into a mathematical situation where one or more operations is used.						
A34:B38A34:B41A34:B43A34:B42A34:B41D32A34:B35A34:B42A34:B43A34:B41A34:B43A34:B41A34:B43A34:B41A34:B43A34:B41A34:B43A34:B41A34:C41A34:D41A34:D43A34:D41A34:D43A34:D41A34:E41A34:C41A34:E41A34:D41A34:C41A34:B42A34:B41A34:B40A34:A4A32:A34	***Add Tens (lesson 40)*** **Objective** Adding tens. **Activity Objective** Adding one of the tens **Oral Activity** Recite the table of 9. **Pedagogical Instructions** The child, based on this mode of visual representation, is incited to deduce that, for adding tens, there are two possibilities: The use of the tens-strips and the ones-square.	Use the "count-up" strategy to add two numbers Add by making tens Add by re-grouping and finding complements to 10	***Adding Or Subtracting Ones, Tens, And Hundreds (Lesson 45)*** **Objective** Add or subtract less than 500 **Activity Objective** Calculate the sum of two numbers. **Oral Activity** List in increasing order the numbers included between two given numbers less than 500 **Pedagogical Instructions** One again, we teach the child a strategy of mental calculation that deals only with the ones, tens, or hundreds and the favors horizontal calculation. This strategy could be reduced to an *addition where the number strip could be used.*		***Half, Third, ETC. (Lesson 52)*** **Objective** Calculate the number that is half (third) of a given number **Activity Objective** Calculate the number that is half (third) of a given number **Oral Activity** Count by 200 in decreasing order starting from a given number **Pedagogical Instructions** It is important to link the notion of half equal shares, and the relation between this notion and that of fractions and the relation with the division by 2. We can also link the notion of half to that double and show the respective representations by the relations: ... x 2 = a and a x 2 = ...						
	Fast Computation (lesson 41) **Objective** Calculate the sum of two numbers **Activity Objective** Calculate the sum of two numbers by using the principles of numeration. **Oral Activity** Count in twos **Pedagogical Instructions** It is a matter of bringing the children to arrange calculation strategies based on the observation and comprehension.		***Multiplication: Tables Of 5, 6, And 7 (Lesson 48)*** **Objective** Multiply by 5, 6, and 7 **Activity Objective** Construct the multiplication table of 5 **Oral Activity** Recite the multiplication tables of 2 and 3 **Pedagogical Instructions** The child has already constructed tables 2, 3, 4, and 10 by counting steps on the number strip. He can construct tables 5, 6, and 7 in the same way. It is important to lead the child to quickly give the various results of the multiplication tables. Therefore, he has to learn strategies to memorize the tables and to construct the results when he cannot recall them. Note that the construction of the multiplication table by the child himself favors the memorization of this table.		***Division Technique (1) (Lesson 53)*** **Objective** Introduce the standard disposition of the division to organize the calculations **Activity Objective** Introduce the standard disposition of the division to organize the calculations **Oral Activity** Count by 300 and then by 30 starting from a given number **Pedagogical Instructions** The standard disposition allows the children to organize and safeguard their work. Do not expect the children to completely assimilate the concepts of the division algorithm in this lesson. But the majority would understand the methods used and will remember some ideas of the algorithm.						
	Add a Number Of One Digit (lesson 42) **Objective** Calculate the sum of two numbers **Activity Objective** Add a number of one digit. **Oral Activity** Count in Tens starting from a given number **Pedagogical Instructions** Another strategy favoring mental calculation, this type of calculation helps to elevate the operatory technique of the addition of two numbers of two digits.	the objective specifies the range of one of the addends only. Specify the range of both addends	***Multiplication: tables of 8 and 9 (Lesson 49)*** **Objective** Multiply by 8 and 9 **Activity Objective** Construct the multiplication table of 8 **Oral Activity** Recite the multiplication table of 5 **Pedagogical Instructions** The child has already constructed tables 2, 3, 4, 5, 6, 7, and 10. He has already noticed the commutative property of multiplication: 3 x 5 = 15 and 5 x 3 = 15. Thus, he will not find it difficult to construct tables 8 and 9 since, by using this property, he has 3 results left (8 x 8, 8 x 9, and 9 x 9)	Subitize collections of objects up to 500, grouped in hundreds, tens and ones (could be decimal blocks, bundles of match sticks, hands and fingers, beads on necklaces with 100 or 10 beads) Subitize collections of small objects in a jar (M & M's) up to 500	***Division (Lesson 56)*** **Objective** Calculate the quotient and remainder of an Euclidean division by various procedures **Activity Objective** Calculate the quotient and remainder of an Euclidean division by various procedures **Oral Activity** Complete with the missing factor **Pedagogical Instructions** This lesson is to help the children understand a concept rather than apply a method. The proposed situations are relative to sharing and distributing equally so as to introduce division where the children use the bounds of a number by the multiples of the divisor. Thus, the children will have to find the quotient and remainder of the division by decomposing the given number into a product where one of its factors is known. Note that the objective of this lesson is to introduce the algorithm of division.						
	Problems (lesson 43) **Objective** Solve simple problems of addition **Activity Objectives** (not stated as title found in pedagogical instructions) 1. Acquire the child with methodological abilities 2. Reformulate the statement. 3. Search for useful information **Oral Activity** Count in tens starting from a given number. **Pedagogical Instructions** The activity of solving problems aims to acquire the child with methadological abilities. He has to reformulate the statement, to search for the useful information, to underline them in order to lead to an equation. The difficulty is not of the operatory order, but resides in setting an equation, which requires that the students analyze it and set it in relation with the given information. it would be good to ask each child to explain his steps in order not to develop an automation in writing an equation corresponding to each problem.		***Problems (7) (Lesson 50)*** **Objective** Use multiplication in appropriate situations **Activity Objectives** 1. Use multiplication in appropriate situations 2. Calculate the product of two numbers **Oral Activity** Recite the multiplication tables 3, 4, 5, and 6 **Pedagogical Instructions** In this lesson, the illustrations represent multiplication situations. These situations will provide mental images for the child that will fix the meaning of multiplication. Therefore, illustrated problems aim to *read* the pictures, observe, select useful information, find the given and the required to find, and to find justifiable results and to validate them.		***Division Technique (2) (Lesson 57)*** **Objective** Apply the calculation technique of division on a number of more than two digits **Activity Objective** Apply the calculation technique of division on a number of more than two digits **Oral Activity** Calculate the products of a multiple of 100 or 10 by a multiple of 10 **Pedagogical Instructions** The children might face difficulties in using, applying, and assimilating the division technique. Suggest using the multiplication tables to determine the various digits that form the quotient. Teach them to determine a bound for the number of digits of the quotient in order to avoid making errors in the calculation of this quotient.						

	Addition Of several Numbers (lesson 44) **Objective** Add several numbers each formed of one digit. **Activity Objective** Add three numbers each formed of one digit **Oral Activity** Recite the table of addition of number 10 **Pedagogical Instructions** Another new strategy of calculation. It is based on the associative and commutative propreties of addition. These properties are not cited but only employed in the grouping application. In order to reduce the writings and understand the groupings, we rely on a visual support.		***Multiplication Technique (Lesson 52)*** **Objective** Calculate the product of two numbers **Activity Objective** Multiply by a one-digit number **Oral Activity** Recite the multiplication tables of 6, 7, and 8 **Pedagogical Instructions** To calculate 12 x 4, we use tens-sticks and ones-squares to visualize the calculation procedure and the value of the product. The standard technique represented by the table is based on the developed form of the number 12 and the distributive property of multiplication over addition. This technique plays an important role in the mental calculation of a product. Note that writing in vertical form aligns vertically the various numbers.		***Division Technique (3) (Lesson 60)*** **Objective** Apply the calculation technique of division on a number of more than two digits **Activity Objective** Apply the calculation technique of division on a number of more than two digits **Oral Activity** Not Found **Pedagogical Instructions** The children face difficulties when the hundreds-digit is less than the divisor. They also face difficulties when they have to exchange hundreds and tens in case of three-digit dividend and to exchange thousands and hundreds in case of a four-digit dividend. Note that this lesson does not consist of giving the children a very rigid technique but to give them a sense of their actions while applying the technique.					
	Add with 8 And 9 (lesson 45) **Objectives** 1. Use the complement to 10 of 8 and 9 to calculate a sum. 2. Add a number to 8 and to 9. **Activity Objective** Add a number to 8 and to 9. **Oral Activity** Not Found **Pedagogical Instructions** This strategy is taught starting with visual objects in order to fix the mental representations and facilitate the mental calculation.		***Multiplication: Calculation Technique (Lesson 53)*** **Objective** Calculate the product of two numbers **Activity Objective** Multiply by a one-digit number **Oral Activity** Recite the multiplication tables of 8 and 9 **Pedagogical Instructions** The calculation technique is a series of short rules that must be followed to obtain a result. It must be easy to understand and to retain. The multiplication calculation technique is based on the standard technique already tackled on page 108 and on the principle of exchanging 10 ones with one ten. The table allows the student to conceive the principle of carry on in multiplication and to differentiate it from the principle of carry on in addition.		***Problems (7) (Lesson 61)*** **Objective** Use the four operations in appropriate situations **Activity Objective** Not Found **Oral Activity** Not Found **Pedagogical Instructions** The child by now should have mastered the concept of each operation in order to be able to make the suitable choice to solve the various situations. If the children face difficulties, ask questions relevant to the information in the given or else refer to the given and the important words in the given that can facilitate the comprehension.					
	Addition by grouping by 10 (lesson 46) **Objectives** Calculate the sum of several numbers by grouping the terms that add to 10. **Activity Objective** Calculate the sum of several numbers by grouping the terms that add to 10. **Oral Activity** Not found. **Pedagogical Instructions** This stategy favorizes the development of abilities of calculation based on observation. One of the principal errors of this strategy is the forgetfulness of certain terms		***Problems (8) (Lesson 56)*** **Objective** Use multiplication in appropriate situations **Activity Objectives** 1. Use multiplication in appropriate solutions. 2. Calculate the product of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The child already recognizes illustrated situations where he had to use multiplication and master the calculation of the product. This lesson stresses on recognizing multiplication situations in a text. Note that the term *each* triggers or induces multiplication. You must insist on it as it is often misunderstood by the children.		***Problems (8) (Lesson 62)*** **Objective** Use the four operations in appropriate situations **Activity Objective** Not Found **Oral Activity** Not Found **Pedagogical Instructions** The exercises of this lesson aim at helping the child reinforce the meaning of operations, use his knowledge, and verify his acquisition of the calculation techniques					
	Subtraction (lesson 48) **Objective** Calculate the remainder. **Activity Objective** Calculate the remainder. **Oral Activity** Not Found. **Pedagogical Instructions** **S**ubtraction is introduced through "picture problems" which describe a withdrawal of objects in practical situations: These situations will contribute to evoke mental images. It is hence a matter of, in the "picture problems", observing or "reading" the pictures, recollecting the observations, selecting the useful information, setting the hypothesis and, conclusion of the exercise, collecting the justified answers and validating them.	[Specify, in the objective, the range of numbers] [Start with informally solving subtractive problem situations (not necessarily with symbolic writing). Children would learn solving orally (intuitively, mentally, informally) simple subtraction (taking-away) problems]	***Numbers Up To 999 (Lesson 57)*** **Objective** Associate a digital writing to a collection and vice versa **Activities Objectives** 1. Associate a digital writing to a collection 2. Associate a collection to a digital writing **Oral Activity** Multiply a number by 2, 3, 4, 5, 6, 7, 8, or 9 **Pedagogical Instructions** The use of the vocabulary (hundred, ten, one) and the Materials (hundreds bars, tens-sticks, ones-squares), allows to generalize the knowledge of numbers up to 999. Consolidating the knowledge of numbers is done through calculation.		***Remarks: Teacher's guide to curriculum [the numbers represent where they are in "تقاصيل المنهج"]***					
	The Sign "-" (lesson 49) **Objective** Use the sign "-". **Activity Objective** Use the sign "-". **Oral Activity** Not Found.		***Order Of Numbers Up To 999 (Lesson 58)*** **Objective** Arrange numbers less than 100 **Activity Objective** Compare two numbers less than 100 **Oral Activity** Multiply a number by 2, 3, 4, 5, 6, 7, 8, or 9 **Pedagogical Instructions** In this lesson, the child has to consolidate the knowledge he already acquired of the comparison of two numbers and to generalize the order of numbers (tackled in pages 88 and 89) to numbers up to 999. Draw the children's attention to the fact that in comparing additive writings, we compare one term to the other starting from the left.							
	Addition without Carry-out (lesson 50) **Objective** Add two two-digit numbers whose sum is less than 69. **Activity Objective** Add two two-digit numbers whose sum is less than 69 without carry-out. **Oral Activity** Not Found. **Pedagogical Instructions** Insist on the fact that we add the ones first then the tens, because, for the child, the order seems to be indifferent in the case of addition without carry out.	Represent numbers up to 69 in terms of tens and ones, using manipulatives (decimal blocks, bundles of match sticks, etc) Write the symbolic expanded form of a number up to 69	***Addition: Calculation Technique (2) (Lesson 59)*** **Objective** Calculate the sum of the two numbers **Activity Objective** Calculate the sum of two three-digit numbers by exchanging tens and ones **Oral Activity** Give in increasing order the numbers between two given numbers less than 999 **Pedagogical Instructions** It is important that the child constructs himself the calculation technique so that he can give it a meaning. Therefore, he should have mastered the principle of positioning, the meaning of the hundreds, tens, and ones-digits, and the principle of exchanging but relates these hundreds, tens, and ones. It is important that the child practices the technique to be able to master it.							

	Problems (continuation) (lesson 51) **Objectives** (Not Stated) **Activities Objectives** No activities , hence no objectives, but like all lessons pedagogical instructions are present. **Oral Activity** Not Found. **Pedagogical Instructions** Additive problems of this sheet are not enclosed in the frame of a "static" situation. It is hence necessary to insist on the three phases: initial situation - transformation - final situation. It is convenient to give some time to the research phase, where the teacher is an observer, in order to allow the children to do the analysis and put it in relation with the given information annd to identify the situation. Put the different productions in common Discuss and validate.		***Addition: Calculation Technique (3) (Lesson 60)*** **Objective** Calculate the sum of two numbers **Activity Objective** Calculate the sum of two three-digit numbers by exchanging hundreds and tens **Oral Activity** Not Found **Pedagogical Instructions** Using the materials (bars, sticks, squares) allows the student to conceive the addition calculation technique and facilitates the comprehension of the carry on, which is nothing but the symbolization of the exchange principle. Note that the most frequent errors in calculating addition result from the incorrect positioning of numbers, insufficient knowledge of addition tables, or forgetting the carry on. Using a place-value table could help.								
	The Numbers Up To 79 (lesson 53) **Objectives** 1. Associate a number from 1 to 79 to a collection and conversely. 2. Read and write the numbers up to 79. **Activities Objectives** 1. Associate a number from 1 to 79 to a collection. 2. Read and write the numbers from 70 up to 79. 3. Associate a collection to a number from 1 to 79. **Oral Activity** Not found.	Subitize collections of objects up to 79, grouped in tens and ones (could be Unifix cubes, bundles of match sticks, hands and fingers, beads on necklaces with 10 beads) Subitize collections of small objects in a jar (M & M's) up to 79	***Problems (9) (Lesson 61)*** **Objective** Use addition in appropriate **Activity Objectives** 1. Use addition in appropriate situations 2. Calculate the sum of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The various exercises involve addition situations where the child must apply the calculation technique to perform the calculation. This lesson is designed to let the child use his knowledge of addition and to consolidate the calculation technique.								
	Add Or Subtract (lesson 54) **Objective** Solve simple problems of addition or subtraction **Activity Objective** Solve simple problems of addition or subtraction. **Oral Activity** Not found. **Pedagogical Instructions** The child, in order ro solve these problems, must look for and extract the information from the picture or the text, articulate them, find the numerical information then choose the convenient information in order to write the adequate equation. The comprehension of the statement is an important phase in the resolution of these problems. Be careful not to get the students used to connect the operation to isolated terms. It is very important for the student to understand the statement and have a mental image of the situation in order to choose the convenient operation.	[Start with informally solving simple additive and subtractive problem situations (not necessarily with symbolic writing). Children would learn solving orally and selecting the right operation (intuitively, mentally, informally)] Formulate problems upon observing pictures representing problem-situations Ask different questions about a picture representing addition or subtraction	***Subtraction: Calculation Technique (2) (Lesson 62)*** **Objective** Calculate the difference of two numbers **Activity Objective** Calculate the difference of two three-digit numbers by exchanging tens and ones **Oral Activity** Not Found **Pedagogical Instructions** Once again, using the materials of hundreds-bars, tens-sticks, and ones-squares will facilitate the comprehension of the subtraction calculation technique. In this lesson, the operation is linked to the function of *taking away* where we take away a quantity from a greater one. Calculating the difference requires the use of the acquired knowledge of the decimal numeration and exchange principles.								
	Addition With Carry-Out (lesson 55) **Objective** Add two-digit numbers whose sum is less than 79. **Activity Objective** Add with carry-out two-digit numbers whose sum is less than 79. **Oral Activity** Not Found. **Pedagogical Instructions** The resort to material is useful for properly understanding the operations technique		***Problems (10) (Lesson 63)*** **Objective** Use subtraction in appropriate situations **Activity Objectives** 1. Use subtraction in appropriate situations 2. Calculate the difference of two numbers **Oral Activity** Not found **Pedagogical Instructions** Once again, the child must use his knowledge of subtraction and the calculation technique of the operation.								
	The Numbers Up To 89 (lesson 56) **Objectives** 1. Associate a number from 1 to 89 to a collection and inversely. 2. Read and write the numbers up to 89. **Activities Objectives** 1. Associate a number from 1 to 89 to a collection. 2. Read and write the numbers from 80 to 89. 3. Associate a collection to a number from 1 to 89. **Oral Activity** Not Found.	Represent numbers up to 89 in ones and tens using manipulatives (decimal blocks, 10-bead necklaces, Unifix cubes, etc)	***Calculating By Grouping (Lesson 64)*** **Objective** Calculate the sum of two numbers **Activity Objective** Calculate the sum of several numbers by grouping the terms that make a 10 or 100 **Oral Activity** Not Found **Pedagogical Instructions** The objective of this lesson is to teach the child a strategy that replaces a short and hard calculation by a longer and simpler one. This is the basic principle of mental calculation. Therefore, it is necessary that the child recognizes: - the various writings of 10. - the sums where one of the terms is a whole number of tens. In this lesson, mental calculation is tackled as a calculation that requires intermediate stages and not as calculating mentally. Note that you must lead the child to abstract the various stages of the activity by: 138 + 5 = 138 + 2 + 3 = 140 + 3 = 143.								
	The Numbers Up To 99 (lesson 57) **Objectives** 1. Associate a number from 1 to 99 to a collection and inversely.. 2. Read and write the numbers up to 99. **Activities Objectives** 1. Associate a number from 1 to 99 to a collection. 2. Read and write the numbers from 90 to 99. 3. Associate a collection to a number from 1 to 99. **Oral Activity** Not Found.	Represent numbers up to 99 in ones and tens using manipulatives (decimal blocks, 10-bead necklaces, Unifix cubes, etc) Subitize collections of objects up to 99, grouped in tens and ones (could be Unifix cubes, bundles of match sticks, hands and fingers, beads on necklaces with 10 beads) Subitize collections of small objects in a jar (M & M's) up to 99	***Shapes And Tracings (Lesson 67)*** **Objective** Reproduce figures **Activity Objective** Use the ruler to reproduce a figure **Oral Activity** Not Found (This lesson should be in geometry) **Pedagogical Instructions** Children might face difficulties in marking the dots on the dotted sheet and in drawing the figure using the ruler. Give them some references such as the number of dots on the drawn segment, etc. For the children that face difficulties, let them cut the drawing and its reproduction. Have them place the two on top of each other to find out where the error comes from.								

	Order Of Numbers (lesson 58) **Objectives** 1. Arrange the numbers less than 100. 2. Give the following and preceding numbers of a number less than 99. 3. Insert a number between two numbers less than 99. **Activities Objectives** 1. Arrange the numbers less than 100. 2. Give the following and preceding numbers of a number less than 100. **Oral Activity** Not found.	In increasing order, in decreasing order Complete filling a grid of 100	***Making Equal Shares (Lesson 68)*** **Objective** Divide a collection into equal parts **Activity Objective** Divide a collection into equal parts **Oral Activity** Not Found **Pedagogical Instructions** It is important for the child to deal with problems involving sharing and distributing equally before introducing the corresponding operation: *division*. These problems must explain the meaning of the expression *equal shares* and should not require the writing of an equality to describe the situation. Various procedures can be used to make equal shares (distribution), which depend on possibility of displacing the objects, size of the number of these objects, etc. The most commonly used procedure by a Grade Two child is distributing one by one where each object is crossed off (or attributed to the destination). - Successive additions. - Successive subtractions.								
	Comparing Numbers (lesson 59) **Objective** Compare two numbers less than 100 having the same tens digit or the same ones digit. **Activity Objective** Compare two numbers less than 100 having the same tens digit or the same ones digit. **Oral Activity** Not Found.		***Addition: Calculation Technique (4) (Lesson 69)*** **Objective** Calculate the sum of two numbers **Activity Objective** Calculate the sum of two three-digit numbers by exchanging hundreds, tens, and ones **Oral Activity** Not Found **Pedagogical Instructions** The addition calculation technique with two regroupings forces the child to use the addition technique with one regrouping (carry on). It is true that the materials consisting of hundreds-bars, tens-sticks, and ones-squares facilitate the visualization of this technique, but it is necessary for the child to stop using them once he has well understood the technique. He must also be able to write the two numbers correctly in vertical form.								
	Remarks: Teacher's guide to curriculum (the numbers represent where they are in "تقاسيمي الصفحة" 2.1 Addition of whole numbers. 2.4 Computational technique: with trading. 3.1: - Representation a situation by a subtraction equation - Completing in easy situations equations of the type a - b = ...		***Problems (11) (Lesson 70)*** ***Objective*** Use addition in appropriate situations **Activity Objectives** 1. Use addition in appropriate situations 2. Calculate the sum of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The child must use his knowledge of addition and apply the calculation technique with two regroupings. The exercises do not involve static situations. The child faces a final state, an initial state, and a transformation where he must find one of the states. Moreover, he has to find the solution.								
		Fractions: -recognize and name one half of a whole divided into two equal parts	***Subtraction: Calculation Technique (3) (Lesson 72)*** **Objective** Calculate the difference of two numbers **Activity Objective** Calculate the difference of two three-digit numbers by exchanging hundreds and tens **Oral Activity** Not Found **Pedagogical Instructions** Subtraction is related, in this lesson as in lesson N°62, to the function of *taking away* . Note that for this year, we will limit the calculation technique to borrowing from the higher unit. Subtractions involving zeros in the greater of the two numbers will be dealt with in the next grade.								
			Problems (12) (Lesson 73) **Objective** Use subtraction inn appropriate situations **Activity Objectives** 1. Use subtraction in appropriate situations 2. Calculate the sum of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The child must use his knowledge of subtraction and its calculation technique to solve the exercises on this page. Note that the *subtract* function operates on a initial state to perform it to a final state. In this lesson, the child must find the function and one of two states: initial and final.								
			Problems (13) (Lesson 74) **Objective** Use the three operations in appropriate situations **Activity Objectives** 1. Use the three operations in appropriate situations 2. Calculate the sum, difference, or product of two numbers **Oral Activity** Not Found **Pedagogical Instructions** The exercises of this lesson allow the child to use his knowledge of the three operations and verify the acquisition of his calculation techniques								
			Remarks: Teacher's guide to curriculum (the numbers represent where they are in "تقاسيمي الصفحة" 1.4 Expanded writing 2.1 Memorizing tables of addition 2.2: - Establish the link between addition and the concept "n more" 3.2 Function "subtract n"								

Domain	Grade 1	Grade 1 Map Pluses	Grade 2	Grade 2 Map Pluses	Grade 3	Grade 3 Map Pluses	Grade 4	Grade 4 Map Pluses	Grade 5	Grade 5 Map Pluses	Grade 6	Grade 6 Map Pluses
	Positioning (In The House) (lesson 1) **Objectives** 1.Situate Objects with respect to others. 2. Utilize an appropriate vocabulary for the organization of space: in, in front of, behind, on, under, inside, outside. **Activities Objectives** 1. Utilize an appropriate vocabulary: in, in front of, behind, on, under, inside, outside. 2. Identify the skills and the acquirements of each child regarding the lecture(reading) of an image and the place of objects one relative to the other. 3. Reinforce the skills and the aquirements of the students regarding the lecture (reading) of an image and the place of objects one relative to the other. **Oral Activity**	Describe position with left and right. Use positional words to describe location Move from one place to another in free or determined directions, following given instructions	***Segment (Lesson 5)*** **Objective** Draw segments using ruler **Activity Objective** Draw segments using ruler **Oral Activity** List the numbers included between two given numbers less than 20 **Pedagogical Instructions** The child already used the ruler in Grade One. He knows that a line cannot always be horizontal or vertical; it could also be a slope.		***Finding Information (Lesson 6)*** *(Should be in problem solving)* **Objective** Recognize information relevant to the question **Activity Objective** Not Found **Oral Activity** Dictate numbers less than 100 in digits and in words **Pedagogical Instructions** Problem-solving starts by reading the given where the child has to identify its various elements and to find the information relevant to the question. Many children are not interested in reading the given information, but are instead preoccupied with finding the numerical values and combining them in an operation inspired by the presence of some key words. This lesson does not deal		***Construction Of Solids (Lesson 1)*** **Objectives** Construct a triangular pyramid, a cylinder, a cone, from their pattern **Activities Objectives** 1. Construct a pyramid 2. Construct a cylinder 3. Construct a cone		***The Cube (Lesson 1)*** **Objective** Recognize the pattern of a solid **Activities Objectives** 1. Construct a pattern of a cube 2. Construct different patterns of the cube 3. Construct a cube		***Lines And Circles (Lesson 3)*** **Objectives** Determine the position of a st-line with respect to a circle knowing the average distance from the center to the straight line **Activity Objectives** 1. Discover the three cases of the relative position of a st-line to a circle as a function of distance 2. Recognize the arc, chord and secant.	
	Lines (lesson 9) **Objectives** 1. Recognize a straight line. 2. Draw a line freehand. **Activity Objective** Recognize a straight line **Oral Activity** Count up to 13. **Pedagogical Instructions** It is a matter of an intuitive approach to the line and not a construction of the line. Always present a line in variable positions		***Locating The Squares Of A Grid (Lesson 10)*** **Objective** Locate the squares of a grid **Activity Objective** Locate the squares of a grid **Oral Activity** Count by 5 **Pedagogical Instructions** Not Found	Describe the position and/or the motion of an object using the right vocabulary Give a set of instructions to move an object from one cell to another on a grid	***Right Angle (Lesson 16)*** **Objectives** 1. Recognize a right angle 2. Draw a right angle **Activities Objectives** 1. Recognize the right angle 2. Use the set-square 3. Draw a right angle **Oral Activity** Add 11 to a given number **Pedagogical Instructions** The set-square is the first geometric instrument that the child will use after the ruler. This is why he has to learn to use it properly. Help the child place it correctly along the straight line and the angle that he has to measure. This instrument is an important and useful tool to recognize and construct right angles. Vary the position of the right angles that the children must recognize. Help them place it		***Parallel Lines (Lesson 9)*** **Objectives** 1. Recognize two parallel lines 2. Draw two parallel lines **Activities Objectives** 1. Recognize two parallel lines 2. Draw a line to another at a point A 3. Draw a line parallel to a given line		***Patterns Of Solids (Lesson 4)*** **Objectives** 1. Recognize the different patterns of the same solid 2. Construct patterns by folding and cutting **Activities Objectives** 1. Construct the pattern of a rectangular prism 2. Construct the pattern of a pyramid 3. Construct the pattern of a hexagonal box 4. Recognize the pattern of each solid, complete it, and reconstruct the corresponding solid		***Patron*** *(Pattern)* ***And Solids (Lesson 5)*** **Objectives** 1. Construct solids from any pattern. 2. Distinguish a sphere from a ball **Activities Objectives** 1. Repeat all the work performed since the beginning of the second cycle, namely on solids, then focus on the appropriate selection of patrons. 2. Distinguish between the intersection of a sphere with a plane and that of a ball with a plane.	
	Geometric shapes (lesson 18) **Objectives** 1. Classify geometric figures from the form. 2. Recognize geometric figures. **Activities Objectives** 1. Classify geometric figures from the form. 2. Recognize geometric figures. **Oral Activity** Count up to 20 starting from a given number. **Pedagogical Instructions** We will try, in the activities, to present the forms in variabe positions in order to get used to not favoring a particular disposition.	Specify if 2D or 3D or both	***Locating The Points Of A Grid (Lesson 15)*** **Objective** Locate the points of a grid **Activity Objective** Locate the points of a grid **Oral Activity** Not found **Pedagogical Instructions** Not Found		***Square And Rectangle (Lesson 23)*** **Objective** Differentiate between a square and a rectangle **Activity Objective** State the characteristics of a square and a rectangle **Oral Activity** Write the given numbers as a product of two numbers **Pedagogical Instructions** According to their properties, the square and rectangle are remarkable quadrilaterals. Not that the square is a rectangle and has all the properties of a rectangle. This lesson represents a basic element with respect to the notion of a parallelogram that the child will tackle next year. It offers the child an occasion to practice the manipulation and use of the set-square to		***The Circle (Lesson 14)*** **Objectives** 1. Handle the compass 2. Report distances 3. Use the terms: Circle, center, radius, diameter **Activities Objectives** 1. Give the idea of a circle from a game 2. Draw a circle with center O and a given radius 3. Use the compass to compare lengths		***Diameter Of A Circle (Lesson 6)*** **Objectives** 1. Draw the diameter of a circle of center O 2. Use the relation: Diameter = 2 x Radius 3. Draw a circle where we know the length of the diameter and a circle where we know the diameter **Activities Objectives** 1. Draw circles having different diameters 2. Use the relation: Diameter = 2 x Radius 3. Draw a circle where we know the length of the diameter		***Adjacent Angles Vertically Opposite Angles (Lesson 7)*** **Objectives** 1. Recognize and construct two adjacent angles and two vertically opposite angles. 2. Use the equality of two vertically opposite angles 3. Recognize complementary angles and supplementary angles **Activities Objectives** 1. Discover by calculation that certain pairs of angles are particular because of their sum. 2. Discover the "ID" of two adjacent angles 3. Discover the "ID" of two vertically opposite angle(s), and remark that they are equal.	
	Draw with a ruler (lesson 26) **Objective** Draw a straight with the ruler. **Activities Objectives** 1. Use the drawing instruments correctly: the ruler 2. Join two points with the help of a ruler. **Oral Activity** Count from 2 to 20 in two's. **Pedagogical Instructions** The activities aim to give the student the minimum abilities for using the drawing instruments (ruler and pencil)		***Reproducing Figures (Lesson 19)*** **Objective** Reproduce a figure **Activity Objective** Reproduce a figure **Oral Activity** List the sequence of numbers included between two given numbers less than 99 **Pedagogical Instructions** This lesson consists of reproducing a model either by knowing its various vertices or on a grid. This model could be identical, reduced, or enlarged. Reproducing a figure is not an easy task for a child in Grade Two. It is necessary to lead him to use the available references that could facilitate the task. Such as: - Points (vertices) - Squares cut by the figure - Squares not cut by the figures		***Perpendiculars*** *("s" should be removed)* ***Lines (Lesson 30)*** **Objectives** 1. Recognize perpendicular lines 2. Draw perpendicular lines **Activities Objectives** 1. Recognize perpendicular lines 2. Draw perpendicular lines **Oral Activity** Write a given number between two multiples of 100 **Pedagogical Instructions** The children have already tackled the notion of right angle and have learned how to use the set-square to recognize and draw a right angle. We can initiate them to the notion of orthogonal lines by using the squares of a grid. But one must lead them to recognize perpendicular lines that are not obtained from the intersection of two lines, one horizontal and the other vertical.		***Quadrilaterals (Lesson 16)*** **Objectives** 1. Recognize, construct and complete quadrilaterals 2. Classify the quadrilaterals according to the properties of the sides 3. Utilize the terms: rhombus, parallelogram, trapezoid **Activities Objectives** 1. Construct quadrilaterals 2. Know the parallelism of sides in quadrilaterals and the sides with the same length		***The Perimeter (Lesson 8)*** **Objectives** 1. Calculate the side of a square knowing his perimeter 2. Calculate one of the dimensions of the rectangle knowing its perimeter and the other dimension **Activity Objective** Calculate the length of the side of each figure knowing its perimeter		***Bisector Of An Angle (Lesson 9)*** **Objectives** 1. Recognize the bisector as an axis of symmetry of an angle, and know that it cuts the angle into two equal angles 2. Construct the bisector of an angle using the compass of the protractor **Activities Objectives** 1. Discover by folding then construct the definition of the bisector of an angle 2. Materials: Blank paper and scissors	

Geometry

Solids (lesson 30) **Objective** Sort and classify the solids according to their form, by using their name. **Activities Objectives** 1. Know the names of the solids. 2. Classify the following solids according to well determined criteria. 3. Associate a solid to a physical object. 4. Identify a solid from its prints. **Oral Activity** Recite the addition table of number 5. **Pedagogical Instructions** Avoid staring with physical objects of everyday life for appproaching the solids, because the children will be occupied with the solids, because the children will be occupied with the use of these objects. The passage from physical	**Classify the solids according to the attributes:** **Roll , sit, stack, glide.**	***Solids (Lesson 38)*** **Objective** Use the vocabulary: face, edge, and vertex. **Activity Objective** Use the vocabulary: face, edge, and vertex **Oral Activity** List in decreasing order numbers included between two given numbers less than 200 **Pedagogical Instructions** The manipulation of solids allows the child to discover certain properties of these solids. It is only progressively and by abstraction that the child can pass to the geometrical vision. Therefore, the goal this year is to deal with the faces (surfaces), edges (segments), and vertices (points) of solids. The vertices limit the edges, the edges limit the faces, and the		***The Perimeter (Lesson 38)*** ***(should be in measurement)*** **Objective** Calculate the perimeter of a figure **Activity Objectives** 1. Recognize the perimeter of a figure 2. Calculate the perimeter of a figure **Oral Activity** Calculate the double or triple of a given number **Pedagogical Instructions** In their daily life, the children often deal with the notion of perimeter that is based on the measure of lengths. Note that some children face difficulties in understanding what a perimeter is when it consists of non-convex polygons. This is why all the figures chosen in this lesson are always convex.		***Distance From A Point To Line (Lesson 19)*** **Objectives** 1. Recognize the distance from a point to a line; 2. Locate a point at a given distance from a liner (D) **Activities Objectives** 1. Recognize the shortest distance between a point and a line 2. Draw the distance from a point to a line 3. Locate a point at a given distance from a given line		***Cylinder And Cone (Lesson 10)*** **Objectives** 1. Recognize the pattern of a solid 2. Recognize the bases of a cylinder **Activities Objectives** Determine the pattern of each solid		***The Perpendicular Bisector Of A Segment (Lesson 11)*** **Objectives** 1. Recognize that the perpendicular bisector of a segment is an axis of symmetry of this segment 2. Draw the perpendicular bisector of a segment using a set square and a graduated ruler, or using a compass and a ruler. 3. Use the property of points belonging to the perpendicular bisector of a segment **Activity Objectives** 1. Discover by construction that all points situated at equal distances of fixed points are collinear. 2. Discover using carbon paper that a straight line passing through the points equidistant from the extremities of a segment:
Superposition Of Figures (lesson 47) **Objective** Use tracing paper to verify if two figures are congruent. **Activities Objectives** 1. Use the tracing paper. 2. Verify if two figures are identical. **Oral Activity** Not found. **Pedagogical Instructions** The child is usually clumsy in the use of tracing paper, therefore insist on the techniques of use of the instrument	**Don't use identical, use only the word congruent.**	***Plane Figures (Lesson 47)*** **Objective** Use the vocabulary: vertex and side **Activity Objective** Use the vocabulary: vertex and side **Oral Activity** Not found **Pedagogical Instructions** Not Found		***Midpoint Of A Segment (Lesson 44)*** **Objective** Recognize the midpoint of a segment **Activity Objective** Recognize the midpoint of a segment **Oral Activity** Convert into minutes time given in hours **Pedagogical Instructions** The ruler is not an efficient tool to determine the midpoint of a segment. The child has difficulties to use this tool when the measure of the segment is not a whole number of centimeters. It is important to draw their attention to the difference between the terms midpoint and half. The midpoint of a segment is the point of the segment situated at equal		***Locating A Point (Lesson 23)*** **Objectives** 1. Construct a grid 2. Code the knots and boxes of a grid 3. Locate on the grid a point of a given code **Activities Objectives** 1. Construct a grid 2. Complete a grid 3. Indicate a code 4. Be aware of the utility of a code 5. Locate a point by using a given code		***Distance Between Two Parallel Lines (Lesson 12)*** **Objectives** 1. Measure the distance between two parallel lines 2. Draw, at a given distance, the parallel to a given line **Activities Objectives** 1. The first child (the one to the left) took the shortest way 2. Determine the distance between two parallel lines 3. Determine on which of the two lines belong the points located at the same distance from a line (D)		***Triangles (Lesson 12)*** **Objective** Recognize that the perpendicular bisector of a segment is an axis of symmetry off this segment **Activities Objectives** 1. Define and construct bisectors, heights, medians and perpendicular bisectors in a triangle, and know that they are concurrent 2. Determine the center of the circle passing through 3 non-collinear points. 3. Identify particular triangles. 4. Know that the sum of angles in a triangle is equal to 180°. 5. A + B: Construction of the 3 bisectors and the 3 perpendicular bisectors of a triangle, and notice that they are intersecting. 6. C: Discover the notion of "the height" and that of " the
Symmetry (lesson 52) **Objective** Verify if a given axis is an axis of symmetry of a figure. **Activities Objectives** 1. Know the properties of a figure having an axis of symmetry . 2. Verify if a given axis is an axis of symmetry of the figure by applying cutting and folding techniques. **Oral Activity** Not found. **Pedagogical Instructions** Another new tool, folding, for investing in the geometrical activities.	**[The first objective is too formal for this grade level and not clear (what properties are meant here?)]**	***Symmetry (Lesson 55)*** **Objective** Find the axis of symmetry of a figure **Activity Objective** Find the axis of symmetry of a figure **Oral Activity** Multiply a number by 3, 4, 5, 6, 7, 8, or 9 **Pedagogical Instructions** As in Grade One, the child discovers the notion of symmetry by manipulating figures. To facilitate the learning, we use tracing, folding, and cutting. This also allows the child to verify his results. Another means for confirming the results is to refer to the squares and points of a grid. This year, the axis of symmetry of a figure will not always be vertical. It could be horizontal or		***Construction Of A Solid (Lesson 50)*** **Objective** Construct a solid using its pattern **Activity Objective** Construct a solid using its pattern **Oral Activity** Calculate the number when multiplied by a given number less than 10 gives a given number **Pedagogical Instructions** The construction of a solid using its pattern is an important tool that facilitates the representation of a solid and favors the transition from physical objects to geometric objects. It is important to note that the sides along which the children fold form the edges. This allows the transition from a plane (two		***Symmetry With Respect To An Axis (Lesson 27)*** **Objectives** 1. Construct the symmetric of a simple figure with respect to an axis 2. Find the axes of symmetry of some geometric figures **Activities Objectives** 1. Construct the symmetric of a simple figure with respect to an axis 2. Find the axes of symmetry of some geometric figures		***Characteristics Of Quadrilaterals (Lesson 14)*** **Objectives** 1. Recognize the diagonals of a polygon 2. Recognize the properties of a particular quadrilateral 3. Recognize a quadrilateral according to its diagonals **Activities Objectives** The activity, in the form of a game, uses the compass to achieve the objectives of the chapter		***Central symmetry (Lesson 14)*** **Objectives** 1. Draw a figure symmetric to a given figure 2. Study the superposition of two symmetric figures with respect to a given point. **Activity Objective** The activity aims at moving from symmetry of axis to symmetry of point. The activity is done individually. It might lead to other kinds of activities as well.
Reproduction Of Figures (lesson 60) **Objective** Reproduce a figure from on grid to the other. **Activity Objective** Reproduce a figure from on a grid. **Oral Activity** Not found. **Pedagogical Instructions** By using grid papers, the child is brought to visually locate the boxes and the nodes of the grid in order to reproduce a figure. It is necessary to facilitate the dialogue between the children in order to facilitate the acquisition of the coding vocabulary.	**Move things on a grid according to a set of instructions**	***Remarks: Teacher's guide to curriculum (the numbers represent where they are in "تفاصيل المنهج"*** 1.1: - Determine the position of a point on a line		***Symmetry (Lesson 55)*** **Objectives** 1. Recognize congruent figures by symmetry 2. Find the axis of symmetry of a figure **Activities Objectives** 1. Recognize congruent figures by symmetry 2. Find the axis of symmetry of a figure **Oral Activity** Calculate the half or the third of a given number **Pedagogical Instructions** Symmetry was introduced to the children in Grade 1. They know how to find the axis of symmetry by folding, tracing, or cutting. This notion will be treated more in depth in this year as the children have to discover by manipulation that two symmetrical figures are congruent by rotation and not				***Dilation (Lesson 22)*** **Objective** Reduce or enlarge a figure by transposing it from one grid to another **Activity Objective** Know the dilation of a figure and how to construct it, after measuring and observing		***Remarks: Teacher's guide to curriculum (the numbers represent where they are in "تفاصيل المنهج"*** 1.1 Relative positions of two straight lines in a plane

	Remarks: Teacher's guide to curriculum (the numbers represent where they are in "تفاصيل المنهج")				***Reproduction Of Figures (Lesson 58)*** **Objective** Reproduce a figure **Activity Objective** Reproduce a figure **Oral Activity** Add a one-digit number to a given number **Pedagogical Instructions** Reproducing a figure is not a simple task for the child. To simplify the process, use grid paper or give the position of the various vertices of the figure to be reproduced. When using grid paper, the child will have to choose several references relative to the vertices and the squares that are cut by the figure. These references will also be a good means for the children to check their work. Before reproducing a figure, let the children analyze the figure	In the case of solids and their "patron", Replace the term "pattern" with the term "net"			***Angles (Lesson 25)*** ***(Objectives 3 and 4 should be in measurement)*** **Objectives** 1. Recognize the sides and the vertex of an angle 2. Use properly the notion of an angle 3. Measure angles in degrees 4. Construct using the protractor an angle of a given measure **Activity Objective** Recognize the angle and its elements		
						Follow a set of instructions to move an object from one dot to another on a grid Build a set of instructions to move an object from one dot to another on a grid					

Domain	Grade 1 - time and currency missing	Grade1 Map Pluses	Grade 2	Grade 2 Map Pluses	Grade 3	Grade 3 Map Pluses	Grade 4	Grade 4 Map Pluses	Grade 5	Grade 5 Map Pluses	Grade 6	Grade 6 Map Pluses
Measurement	***Comparing Lengths (lesson 33)*** **Objectives** 1. Use the vocabulary "longer", "shorter", "as long as", "the longest", "the shortest". 2. Compare the lengths of two objects. 3. Compare the lengths of objects by using a strip as an auxiliary means. **Activities Objectives** 1. Compare the lengths of two objects. 2. Compare the lengths of several objects by using a strip as an auxiliary means. **Oral Activity** Count up to 30. **Pedagogical Instructions** The essential objective is to bring the student to compare the objects by interesting themselves in their length, and sometimes to arrange them.	Measure lenghts using non standard Units Estimate the length of an object in terms of a non-standard unit Compare visually the lengths of two objects Compare the lengths of two towers formed with Unifix cubes (associating lengths with numbers of cubes)	***Measuring And Comparing Lengths (Lesson 22)*** **Objective** Compare the length of two objects **Activity Objective** Compare lengths by using a strip as an arbitrary unit **Oral Activity** Recite addition tables **Pedagogical Instructions** Not Found		***Telling Time (Lesson 12)*** **Objective** Reading and writing time **Activities Objectives** 1. Differentiate between the roles of the hands 2. Locate the hour 3. Locate the time 4. Tell time **Oral Activity** Count by 100 starting from a given **Pedagogical Instructions** The child progressively constructs the structure of time. Learning to tell the time shown on a dial is mastered through practice and requires coordination between the position of the minute hand and that of the hour hand. It is important for the child to note that when the big hand makes a complete turn the small hand moves from one number to the next. In other words, when the big		***Units Of Length (Lesson 11)*** **Objectives** 1. Construct a system of measures as that of numbers: the metric system 2. Convert the units of length: pass from one unit to another (smaller) **Activities Objectives** 1. The meter. The decimeter. The centimeter 2. The table of units		***Area Of A Square And Rectangle (Lesson 28)*** **Objectives** 1. Recognize and use the units of area 2. Apply the formulas to calculate the area of the square and rectangle 3. Calculate the area of a right triangle **Activities Objectives** 1. Recognize the dm2 as a unit of area 2. Recognize the cm2 and the mm2 as units of area 3. Calculate the area of a marble tile of side 1 m. 1 m2 = 100 dm2 4. Find the area of the square, rectangle, and right triangle 5. Find the area of a sheet of paper 6. Find the area of a square of the floor of the classroom		***Calculating areas (Lesson 15)*** **Objectives** 1. Construct the metric system of units of areas. 2. Construct a unit of area: square centimeter, square decimeter. 3. Calculate the area of parallelogram and triangle **Activity Objectives** 1. Establish the relations between the units of length. 2. Use the symbols of the metric units of area 3. Perform conversions between the areas of different units. 4. Calculate the area of parallelogram and rectangle	
	Measure of Lengths (lesson 38) **Objective** Compare the lengths by using an arbitrary unit. **Activity Objective** Measure the length of an object using a unit of measure. **Oral Activity** Recite the addition table of number 8. **Pedagogical Instructions** The general principle of the activity is to lead the children to be aware that the same object can have different measurements of length according to the unit of measure used; from which we see the necessity of introducing a "standard" unit of measure.	Connect comparison of lengths to comparison of numbers (measures of lengths using the same unit)	***Measurement Of Length: The Centimeter (Lesson 26)*** **Objective** Express a length in cm. **Activities Objectives** 1. Use the ruler to measure segments 2. Draw segments of given lengths **Oral Activity** Round to the nearest ten a given number **Pedagogical Instructions** Up till now, the child has used arbitrary units to measure the length of a segment and noticed that the measure depends on the unit. In this lesson, the child will discover a conventional unit, the centimeter, which he will use to measure *small* lengths. He will also learn how to use the ruler to measure lengths and to draw segments of given lengths.		***Addition Or Subtraction (Lesson 22)*** ***(should be in Numbers And Calculation)*** **Objective** Add or subtract numbers up to 9 999 **Activity Objective** Add or subtract numbers up to 9 999 **Oral Activity** Recite the multiplication tables **Pedagogical Instructions** It is important that the child finds on his own the calculation techniques of addition and subtraction of four-digit numbers by deducing them from the three-digit numbers. He must master the principle of positioning, the significance of the positions of the digits, and the principle of exchange that links the thousands, hundreds, tens, and ones. It is also important that the child practices		***Measure Of Lengths (Lesson 30)*** **Objectives** 1. Measure lengths with different units 2. Do all the conversions among the units of length 3. Calculate the perimeter of a polygon **Activities Objectives** 1. The table of units of length. 2. The conversion 3. Another unit of measure, the "yard" 4. The measurement of the perimeter of a quadrilateral		***Length Of A Circle (Lesson 29)*** **Objectives** 1. Find the length (circumference) of a circle 2. Calculate the diameter and radius knowing the length of the circle **Activities Objectives** 1. Calculate the circumference of a disc 2. Use various methods to calculate the length (circumference) of a circle 2. Find the nearest value of **π, 3.14**		***Volume (1) (Lesson 25)*** **Objective** Calculate the volumes of solids: cube, rectangular prism, right circular, cylinder, ball **Activities Objectives** 1. Calculate the volume of the cube 2. Calculate the volumes from formulas 3. Calculate the volume rectangular prism.	
		Calendar -read a calendar Read and write a date -Name the days of the week Read a timetable organizing activities during the week	***Measurement Of Length: The Meter (Lesson 51)*** **Objective** Express a length in m and cm **Activity Objective** Express a length in m and cm **Oral Activity** Recite the multiplication tables of 5, 6, and 7 **Pedagogical Instructions** It is important that the child realizes that we neither use the same instruments nor the same units to measure objects. The meter is a standard unit that belongs to the child's environment. It is beneficial to have in class a metallic meter, a folding meter, or a seamstress' meter to let the children manipulate and observe them. Let them count the units by 10 for them to understand that 1 m = 100 cm. Let the children use the		***Time And Duration (Lesson 25)*** ***(Not clear in the book where it should be)*** **Objective** Link expressions like and a quarter, less a quarter, half, and half past to the corresponding number of minutes **Activities Objectives** 1. Link expressions like a quarter, less a quarter, half, and half past to the corresponding number of minutes 2. Calculate the duration between two events **Oral Activity** Add (or subtract) 5 or 10 to (or from) a given number **Pedagogical Instructions** The children have already learned to tell time. This lesson extends the reading of time to the quarter and half past the hour. The children will face difficulty with quarter till where 8:45 is quarter		***Measuring Mass (Lesson 32)*** **Objectives** 1. Know the metric system of units of mass 2. Convert the units gram and milligram **Activity Objective** Recall the units kg, g and measure them. Introduce the "ton"		***Area Of A Disc (Lesson 31)*** **Objectives** 1. Recognize and apply the formulas to calculate the area of a disc 2. Distinguish situations relevant to the calculation of the perimeter and those relevant to the calculation of the area **Activities Objectives** 1. Count the complete squares that are found inside a disc 2. Count the squares that have a part outside a disc 3. Complete a bounding 4. Measure a radius 5. Locate the answer with respect to a bounding 6. Calculate the area of the round table		***Volume (2) (Lesson27)*** **Objective** Calculate the volume of models in metric system. **Activities Objectives** 1. Calculate the volume of the cylinder. 2. Calculate the volume of the marble.	
		Time: Relate time to events of the day (using morning, noon, afternoon, evening, night) Tell Time to the hour and half hour describe estimated time relative to the hour and halfpast the hour Use the terms shorter or longer for duration Read a timetable organizing activities during the day	***Comparing Masses (Lesson 66)*** **Objective** Compare masses of objects **Activities Objectives** 1. Use the vocabulary: lighter than, heavier than 2. Compare masses **Oral Activity** Not Found **Pedagogical Instructions** To compare masses, children either weight the objects or use their reasoning. Using the scale with plates constitutes a means to directly compare the mass of objects. It is important to lead the children to notice that the mass of objects does not depend on their volume. Note that the children will use the term *weight* or *mass*. Do not insist on the difference of these		***Measuring Lengths (Lesson 36)*** **Objective** Measure lengths **Activity Objective** Use appropriate instruments to measure lengths **Oral Activity** Compare two sums **Pedagogical Instructions** The children already used various instruments to measure length (meter, marked ruler, etc.) and know the various strategies (strip of paper, thread, etc.) to find lengths and to compare them either directly (movable objects) or indirectly (using arbitrary and intermediary objects). In this lesson, the students associate a number with an object and recall the decimal numeration in a new context: conversion of		***Measuring Capacity (Lesson 33)*** **Objectives** 1. Measuring capacities with the aid of the liter and its sub-multiples 2. Perform conversions **Activities Objectives** 1. Compare contents 2. The "deciliter" 3. The "milliliter"		***Measure Of Capacity (Lesson 32)*** **Objectives** 1. Recognize the different units of capacity 2. Perform conversions between these units **Activity Objectives** 1. Recognize some units of capacity (liter) 2. Submultiples of a liter 3. Multiples of a liter		***Remarks: Teacher's guide to curriculum (the numbers represent where they are in "التفصيل المنهج"*** 1.1: - Calculate the area of a disc by the application of the formula S = π R^2 - Calculate an area as a sum or difference of areas - Calculate a length in a figure knowing the area and the other length 2.1 Complementary angles, supplementary angles	

	Money: Count and exchange non customary units of money , like Monopoly games to be introduced to the concept since lebanese currency is not dealt with for numbers less than 100	***Measurement Of Masses (Lesson 71)*** **Objective** Use arbitrary units to compare two masses **Activity Objective** Use arbitrary units to compare two masses **Oral Activity** Not Found **Pedagogical Instructions** The notion of equilibrium is very important in this lesson. Two objects have the same mass if the two plates of the scale are in equilibrium. As to the comparison of masses, it is no longer direct. It depends on the notion of measurement with respect to an arbitrary unit of mass. Thus, Two notions are tackled in this lesson: - Measurement of masses using arbitrary units		***Measuring Masses (Lesson 41)*** **Objectives** 1. Know the standard units: g. and Kg 2. Convert grams into kilograms and grams **Activities Objectives** 1. Know and use the standard unit of mass, the gram (g) 2. Know and use the standard unit of mass, the kilogram (Kg) **Oral Activity** Recite in decreasing order numbers between two given numbers **Pedagogical Instructions** In Grade 2, the children used the scale as an instrument to compare masses without knowing the masses of the objects. This year, they will use the standard units, Kg and g, to measure masses. We can allude to the relation of these two units to the relation that exists between the kilometer and	Estimate the mass of different objects Compare the masses of two objects by carrying them, before actually weighing them	***Measuring areas (Lesson 34)*** **Objectives** 1. Pave a domain 2. Express the area of a surface in an arbitrary unit of area 3. Express an area with the aid of two arbitrary units **Activities Objectives** 1. Compare the areas of two domains by covering 2. Pave a domain 3. Pave a domain and change the unit of pavement 4. Comparison of areas (on a grid). The unity of pavement being the square 5. Measure an area 6. Change the unit of area				
			Calendar: -Name the months of the year Specify the number of days in each month Read a timetable organizing activities during a month Fill-in activities, holidays, reminders in a month calendar	***Minutes And Seconds (Lesson42)*** **Objective** Know that 1 min = 60 sec **Activity Objective** Know that 1 min = 60 sec **Oral Activity** Multiply a given number by 2, by 20, and by 200 **Pedagogical Instructions** To be able to understand the conversion from one unit of time to the other, we tackle the conversion from minutes into							
			Time: Relate time to events of the day, using O'clock times to the quarter in the morning, noon, afternoon, evening, night, Tell Time to the hour, half hour and quarter hour describe estimated durations relative to the hour, halfpast the hour and quarter past the hour	***Problems (5) (Lesson 43)*** **Objective** Calculate duration **Activity Objective** Not Found **Oral Activity** Calculate the products of a multiple of 10 by a number less than 10 **Pedagogical Instructions** The children are already familiar with problems that refer to time: reading a calendar and telling time. In this lesson, they start to evaluate and calculate the span between two marked times in order to express, using numbers, a measure of a duration. It is important to use a clock with							
			Money: -Tell and count the amount of money in a set of notes and coins - Exchange lebanese currency up to 100 000		Calendar: Specify the number of days, months and weeks in a year Convert a number of weeks into days, and a number of years into months						
Note:	The lessons highlighted in red reflect the integration of the "SEL"										

Domain	Grade 1 -	Grade 1 Map Pluses	Grade 2	Grade 2 Map Pluses	Grade 3	Grade 3 Map Pluses	Grade 4	Grade 4 Map Pluses	Grade 5	Grade 5 Map Pluses	Grade 6	Grade 6 Map Pluses
Problem solving	They are not found explicitly but found in every lesson implicitly.	Patterns: Identify and orally describe a visual pattern (a sequence of different drawings, a sequence of similar drawings with different colors, etc.)* Repeat a sound pattern (two claps, one silence, two claps, etc.)* Complete a pattern of objects Color a sequence of blank shapes with a pattern of colors* Identify a pattern of movements in a dance* Dance according to a movement pattern* Read / tell stories involving regular repetitive events*	***Finding Information (Lesson 9)*** **Objective** Recognize information relevant to the question **Activity Objectives** 1. Recognize information relevant to the question 2. Compare two numbers **Oral Activity** List the numbers included between two given numbers less than 69 **Pedagogical Instructions** Problem-solving is not an activity reserved for the children of Cycle 2 and is not reduced to situations that require automatic manipulation of operations. In this lesson, the priority is to read the given in order to use it mathematically. The child has to look for the written information then translate it into numerical knowledge. He		***Following Visual Instructions (Lesson 11)*** **Objective** For the activities of this lesson, let the children work individually. Observe them, and help them if necessary to understand the instructiions **Activity Objective** Not Found **Oral Activity** Add three numbers less than 10 **Pedagogical Instructions** In this lesson, the child has to combine the reading of a text or of a coded image to its manipulation where he has to fold and cut, and then to verify the result. The first activity aims at constructing an instrument that the child will use later on to find the *right angle.* After the child constructs this instrument, let him observe it.							
			Understanding Information (Lesson 18) **Objective** Find out the pertinent information from a drawing **Activity Objectives** 1. Find out the pertinent information from a drawing 2. Compare numbers **Oral Activity** Give the number that precedes or follows a number less than 99 **Pedagogical Instructions** This year, the child must be led to locate the pertinent information, mainly the numerical ones, in a drawing in order to be able to solve problems. He must also be able to deduce and to use his simple numerical knowledge. In these exercises, the child is the actor. He must choose the relevant information presented		***Finding Information In A Table (Lesson 17)*** **Objective** Finding information in a table **Activity Objective** Not Found **Oral Activity** Recite the multiplication tables of 2 and 5 **Pedagogical Instructions** In learning how to solve problems, the child has to learn to find various information in various aids (text, graph, drawing, table, etc.). It is necessary to know how to read these aids in order to use their elements. In this lesson, we are interested in reading a double-entry table, which: - sorts information - presents information clearly - answers certain problems in an easier way					
			Sorting The Given (Lesson 25) **Objective** Choose the necessary numerical information to answer the question **Activity Objective** Choose the necessary numerical information to answer the question **Oral Activity** Find the nearest lowest ten of a given number **Pedagogical Instructions** Once again, the sense of the problem takes precedence over the technique. We avoid systematically linking the result to the calculation technique. Like finding information in a text or in a drawing and performing correct calculations		***Identifying Needed Information (Lesson 29)*** **Objective** Find the useful information **Activity Objective** Not Found **Oral Activity** Count by 6 or by 7 starting from zero **Pedagogical Instructions** It is important for the child to understand the current situation in order to be able to slect the necessary given. These exercises aim to lead the child to understand the meaning of the operations and avoid automatism.					
			Following visual instructions (Lesson 34) **Objective** Follow visual instructions. **Activity Objective** Follow visual instructions **Oral Activity** Find the number that should be subtracted to have the nearest lowest ten **Pedagogical Instructions** This folding and cutting activity highlights several difficulties that the child encounters since he has to read a text and a		***Choosing the Correct Operation (Lesson 37)*** **Objective** Choose the correct operation **Activity Objective** Not Found **Oral Activity** Calculate the complement to 100 of a given number **Pedagogical Instructions** In this lesson the child is faced with situations requiring one of the operations: addition, subtraction, or multiplication. He also has to choose the					
			Understanding The Given (Lesson 40) **Objective** Find numerical information in a text or a table **Activity Objective** Find numerical information in a text or a table **Oral Activity** Recite the multiplication tables of 2 or 10 **Pedagogical Instructions** Exercises 1 and 2 deal with multiplication situations illustrated by a drawing. The importance of this lesson is neither to find the appropriate operation nor to perform a calculation but to associate the text with the corresponding		***Solving Without Calculating (Lesson 45)*** **Objective** Calculate without performing: a + b and a + c; a - b and c - b; a x b and a x c; a ÷ b and c ÷ b **Activity Objective** Not Found **Oral Activity** Convert into seconds the time given in minutes **Pedagogical Instructions** To compare two writings, the child does not have to recall rapidly the comparison rules of a sum and that of a product but has to represent the situation of the two expressions, analyse it, and justify the choice of the					

		Choosing The Correct Operation (1) (Lesson 46) **Objective** Choose the correct operation **Activity Objective** Choose the correct operation **Oral Activity** List in decreasing order the numbers included between two given numbers less than 500 **Pedagogical Instructions** In this lesson, the child faces one of the addition or subtraction situations. He must choose the appropriate operation. He must be progressively led to well represent the problem. He must be able to		***Asking Questions (Lesson 54)*** **Objective** Associate a question to a given **Activity Objective** Not Found **Oral Activity** Not Found **Pedagogical Instructions** Solving a problem consists of identifying the question first or asking the question corresponding to the situation. Therefore, It consists of identifying the various information of the problem then of extracting the appropriate questions from this given. A connection is necessary between the situation or						
		Choosing The Correct Operation (2) (Lesson 54) **Objective** Choose the correct operation **Activity Objective** Choose the correct operation **Oral Activity** Add a One-digit number **Pedagogical Instructions** To solve problems, the child must look for and point out information that will allow him to choose the right operation. He will realize that the numbers in the answers are the same but that the signs differ. This is why he must properly represent the problem by giving it a meaning and by relating the given clues to the meanings of the three operations.		***Writing A Problem (Lesson 59)*** **Objective** Write a problem using the given **Activity Objective** Not Found **Oral Activity** Not Found **Pedagogical Instructions** In this lesson, the children have to write a problem either by reconstituting the given or by using information from drawings. Reconstituting the given from labels encourages the child to look for hints, either numerical or literal, and to reorganize them in the form of a coherent text where the given and the question are clearly distinguished. In this lesson,						
		Finding The Solution To A Problem (Lesson 65) **Objective** Find the solution to a problem **Activity Objective** Find the solution to a problem **Oral Activity** Not Found **Pedagogical Instructions** Various stages of problem-solving were tackled in this book: reading the given (collecting information, understanding information, sorting the given, ...), choosing the operation, and using a calculation procedure (or technique).			Patterns Identify the pattern in a sequence of numbers up to 1000 Build sequences of numbers up to 1000 according to a certain pattern Identify and complete patterns of geometric shapes					
			Patterns Identify patterns of numbers in a 100-grid Identify the pattern in a sequence of numbers up to 100 Build sequences of numbers up to 100 according to a certain							
Note:	The lessons highlighted in red reflect the integration of the									

Domain	Construct	Subconstruct	Grade 1 International (ages 5 - 6)	Lebanon1	Grade 2 International	Lebanon2	Grade 3 International	Lebanon3	Grade 4 International	Lebanon4	Grade 5 International	Lebanon5	Grade 6 International	Lebanon6
Number Knowledge	Whole Number	Identify and count whole numbers	Count, read and write numbers to 50	Lessons: 2, 3, 10, 11, 14, 19, 20, 24, 25, 27, 34, 35	Count, read and write whole numbers to 100	Lessons: 1, 6, 12, 58	Count, read and write whole numbers to 1000; Skip count forwards by twos, fives, 10s, and 100s	Lessons: 1, 2, 20	Count, read and write whole numbers up to 10,000; Skip count forwards and backwards using twos, fives, tens, hundreds and thousands.		Count, read, and write whole numbers up to 100,000; Skip count forwards and backwards, beginning with any number		Count, read, and write whole numbers to 1,000,000	Lessons: 2
		Identify the relative magnitude of whole numbers	Compare and order whole numbers to 50	Lessons: 4, 12, 13, 15, 28, 29	Compare and order whole numbers to 100	Lessons: 2, 7, 13	Compare and order whole numbers to 1000		Compare and order whole numbers to 10,000.	Lessons: 8	Compare and order whole numbers to 100,000		Compare and order whole numbers to 1,000,000	
		Represent whole numbers in equivalent ways	Compose and decompose numbers to 50; represent quantities concretely, pictorally, and symbolically	Lessons: 21, 22, 39, 40	Compose and decompose numbers to 100; Represent quantities up to 100 concretely, pictorally, and symbolically	Lessons: 28, 29, 30, 57	Compose and decompose numbers to 1000; Represent whole numbers to 1000 concretely, pictorally, and symbolically; identify the value of a digit based on its place-value position		Compose and decompose numbers up to 10,000. Round numbers to the nearest 100 and 1000.		Round numbers to the nearest 10,000		Round numbers to the nearest hundred thousand	
	Fractions	Identify and represent fractions concretely pictorally and symbolically	N/A		Understand the concept of 1/2, 1/3, and 1/4) conceretely, pictorally , and symbolically		Represent unit fractions (1/2, 1/2, 1/4) concretely, pictorally, and symbolically	Lessons: 24	N/A	Lessons: 15	N/A		N/A	Lessons: 8, 10
		Identify the relative magnitude of fractions	N/A				N/A		Compare and order unit fractions (e.g. 1/4, 1/3) or fractions with the same denominator.	Lessons: 17	N/A	Lessons: 11	Compare and order fractions with different denominators (e.g., 1/4, 7/10, 5/6)	
		Represent fractions in equivalent ways	N/A				N/A		Identify simple equivalent fractions (e.g. 3/4 = 6/8).		N/A	Lessons: 9	Convert improper fractions and mixed numbers (e.g., 7/2 to 3 1/2)	
	Decimals	Identify and represent decimals concretely, pictorally, and symbolically	N/A				N/A		N/A		Read and write decimals to the hundredths place	Lessons: 2	N/A	Lessons: 10, 13
		Identify the relative magnitude of decimals	N/A				N/A		N/A		Compare and order decimal numbers to the hundredths place	Lessons: 19	Compare and order decimal numbers to the thousandths place	Lessons: 13
		Represent decimals in equivalent ways	N/A				N/A		N/A		Use decimal notation for fractions with denominators of 10 and 100	Lessons: 18	Recognize equivalence between simple fractions, decimals and percentages	
	Operations	Add and subtract quantities concretely, pictorally, and symbolically	Add and substract whole numbers within 10 that are presented concretely, pictorally, and symbolically	Lessons: 5, 6, 7, 8, 16, 17, 23, 31, 32, 41, 42, 44, 45, 46, 48, 49,	Add and subtract whole numbers within 20 that are presented concretely, pictorally and symbolically	Lessons: 3, 4, 8, 14, 17, 21, 54, 59, 60, 61, 62, 63, 64, 69, 72	Demonstrate fluency with addition and substraction facts to 20 & Add and substract whole numbers within 100, with re-grouping	Lessons: 3, 7, 10, 29, 37, 40, 45, 51,61, 62	Add and subtract whole numbers within 1000		Add and subtract proper fractions with common denominators		Add and subtract proper fractions with different but related denomintors (e.g., 2/3 - 1/6); Add and subtract decal numbers up to the hundredths place	Lessons: 19
		Multiply and divide quantities concretely, pictorally, and symbolically	N/A		Divide a group of objects into 2 equal sets	Lessons: 68	Multiply and divide within 100 using a variety of strategies	Lessons: 14, 15, 27, 28, 29, 32, 33, 37, 39, 40, 45, 46, 47, 51, 52, 53, 56, 57, 60, 61, 62	Demosntrate fluency with multiplication facts to 10 x 10 and related division facts	Lessons: 5, 10, 12, 13, 24, 25	Muiltiply two-digit by two-digit numbers and three-digit by one-digit numbers; Divide three-digit by one-digit numbers	Lessons: 3, 5, 7	Divide four-digit numbers by one-digit numbers; Identify factors and multiples of whole numbers within 100.	Lessons: 26
	Real-World Problems	Solve real-world problems involving operations on quantities	Sovle addition and subtraction problems within 10	Lessons: 43, 51, 54	Solve addition and subtraction problems within 20	Lessons: 6, 9, 11, 16, 20, 23, 25, 27, 33, 46, 65, 70, 73, 74	Sovle multiplication and division problems up to 10x10	Lessons: 26, 54	Solve problems using four operations (+, -, x, and ÷)	Lessons: 2 (using calculator)	Solve problems using 4 operations, with unknowns in all positions or using addition and subtraction of proper fractions with common denominators		Solve problems involving the addition and subtraction of fractions and decimals or the division of a four-digit number by a one-digit number	

Measurement	Length, Capacity, Volume, Area and Perimeter	Use non-standard units to measure, compare and order	Understand concepts of length and weight	Lessons: 33, 38	Use non-standard units to measure and compare length and weight & use standard units to measure length and weight	Lessons: 22, 71	Use non-standard units to measure volume/capacity (e.g. fililng a container with scoops of sand) & Use standard units to measure length and weight	Lessons: 36	N/A		Select and use a varierty of tools to measure and compare length, weight, and capacity/volume.	Lessons: 1, 4, 32	N/A	
		Identify the relative size of and the relationship between different standard units of measure	N/A		N/A	Lessons: 26, 51, 66	N/A	Lessons: 31, 41, 48	N/A	Lessons: 11	Identify the relationship between the relative size of adjacent units within a standard system of measurement (e.g., 5 kilograms is heavier than 8 grams).		Make conversions between adjacent units	
		Solve problems involving area, perimeter, and volume	N/A		N/A		N/A		Solve problems, including real-world problems, involving the perimeter of a rectangle using concrete or pictorial representations using units (e.g., grid squares)		Solve problems, including real world problems, involving the area of a rectangle using concrete or pictorial representations of units (e.g. grid squares or lines); Solve problems, including real-world problems, involving the perimeter of a polygon.	Lessons: 26	Solve problems, including real-world problems, involving the area of a rectangle; Determine the volume of a rectangular prism using a pictorial representation (e.g., cubes).	Lessons: 25, 27
	Time	Tell Time	N/A		Tell time using a digital clock		Tell time using an analog clock to the nearest half hour	Lessons: 12, 49	Tell time using an analog clock to the nearest quarter hour		Tell time using an analog clock to the nearest minute		Tell time using a digital or analog clock to the nearest minute	
		Recognize and describe the relationship between different units of time	Understand the sequence of a day with key hours		Sequence and describe events in time using parts of the day (e.g. morning, afternoon, evening)		N/A	Lessons: 42, 43	Understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years.	Lessons: 20	N/A		Recognize equivalence between representations of time (e.g., digital, analog, and written).	
		Solve problems involving time	N/A		N/A		Solve problems involving elasped time in hours (e.g. digital, analog, and written)	Lessons: 5	Solve problems involving elapsed time in half hour increments within an hour (e.g., difference between 3:00 and 3:30)	Lessons: 21	Solve problems using elapsed time in minutes acros an hour (e.g. difference between 3:56 and 4:12); Solve date-related problems using a calendar.		Solve problems involving elapsed time in adjacent units (e.g., minutes and hours, weeks and months).	
	Currency	Use different currency units to create amounts	Understand the concept of money and different currencies used in the country		Combine common currency denominations to make a specified amount		Combine common currency denominations to make specified amounts in a variety of ways		N/A		N/A		N/A	
Statistics and Probability	Data Management	Retrieve and interpret data presented in displays	Retrieve information from simple data displays		N/A	Lessons: 18, 40	Retrieve information from simple data displays with more than 4 categories; Compare between categories from data displays	Lessons: 17, 59	Complete missing information in missing data displays, using data arranged into categories	Lessons: 5, 23	N/A	Lessons: 17	Interpret complex data displays using categorical data	Lessons: 23
	Chance and probability	Describe the likelihood of events in different ways	N/A		N/A		N/A		N/A		Describe the likelihood of an event happening using words (e.g., certain, more/less likely, impossible).		Determine the likelihood of an event happening ina simple chance experiment (e.g., picking colored counters from a bag,) using numbers (e.g., 1 out of 2).	
Geometry	Properties of shapes and figures	Recognize and describe shapes and figures	N/A	Lessons: 9, 18, 30	Recognize two-dimensional shapes in everyday life; Recognize and name basic attributes of shapes (e.g., straight lines, curves)		Recognize and name two-dimensional shapes and three-dimensional figures, including in variour orientations	Lessons: 16	Identify parallel and perpindicular lines	Lessons: 9	N/A		N/A	

		Differeniate shapes and figures by their attributes	N/A	Lessons: 30, 27 (go back and review the symmetry)	N/A	Lessons: 38	N/A	Lessons: 23	Recognize and name two-dimensional shapes from a written or spoken description of their simple attributes e.g. number of sides, number of corners, etc.; Recognize the congruence and similarity of two-dimensional shapes	Lessons: 16	Describe two-dimensional shapes by a range of attributes; Recognize and name three-dimensional figures by their simple attributes; Recognize angles by their magnitude.	Lessons: 10, 25	N/A	Lessons: 5
	Constructions	Compose and decompose shapes and figures	N/A		Take apart and put together two-dimensional shapes	Lessons: 11	Compose a larger two-dimensional shape from smaller shapes in more than one way		Decompose a two-dimensional shape into smaller shapes in more than one way		N/A	Lessons: 22	Compose and decompose simple, familiar three-dimensional figures and identify front, top and side views	
		Use tools to draw shapes and figures	N/A	Lessons: 26, 60	N/A	Lessons: 5, 67	N/A		N/A		Draw parallel and perpendicular lines		N/A	
	Position and Direction	Describe the position and direction of objects in space	Understand directions using positional terms (in front of, behind, opposite, between)	Lessons: 1	Interpret and use positional terms (e.g. in front of, behind, opposite, between).	Lessons: 34, 47	Describe locations using positonal terms (e.g. in front of, behind, opposite, between); Follow simple directions to a given location	Lessons: 58	Follow more complex directions and/or give simple directions to a given location	Lessons: 14	Identify position and direction in representations of physical space		Identify position, direction, and coordinates on maps and graphs	
Algebra	Patterns	Recognize and describe patterns	Recognize basic shape, color, and sound patterns (repeated in geometry above)		Recognize and replicate non-numerical repeating patterns (e.g. colors, shapes, sounds)		Recognize a numerical pattern that increases or decreases by a constant value with a simple rule (e.g. 8, 6, 4, 2)		Describe numerical patterns as increasing by a constant value but starting at a number that is not a multiple of the value of the pattern (e.g., the pattern 5, 8, 11, 14 starts at 5 and goes up by 3).		Describe numerical patterns as decreasing by a constant value or increasing by a constant multiplier		Describe numerical patterns as decreasing by a constant multiplier (e.g., the pattern 20, 10, 15, 2.5 starts at 20 and halves)	
		Extend and create patterns	N/A		Extend non-numberial repeating patterns, recognize repeating units, and identify a missing element		Extend a numerical pattern and/or recognize a missing element		Extend a numerical pattern or recognize a missing element		N/A		Apply a rule in words to generate a linear pattern (e.g., double a number, increase by 3)	
	Relations and functions	Demonstrate an understanding of equivalency	N/A	Lessons: 52	Demonstrate understanding of equivalence pictorally	Lessons: 55	Demonstrate an understanding of the operational symbols; Demonstrate understanding of equivalence concretely or pictorally by finding a missing vlaue in a real-world problem	Lessons: 44, 55	Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction of numbers within 100 (e.g., 23 + __ = 29).		Demonstrate understanding of equivalence by finding a missing value in a number in a number sentence with calculation on both sides (e.g., 13 + __ = 10 + 15); Solve a real-world problem using a number sentence with an unknown in different positions.		Represent a real-world problem using a number sentence with an unknown in different positions; Demonstrate understanding of equivalence by finding a missing value in number sentence using the four operations (e.g. 3 x __ + = 11)	
	Variation (Ratio, proportion and percentage)	Reason proportionally	N/A				N/A		N/A		N/A		Reason proportionally to answer real-world problems involving a unit ratio expressed informally (e.g., need 3 eggs for one cake, how many eggs for 5 cakes?)	Lessons: 20, 21, 22

نموذج تحضير محور

خطّة المحور الأول: رحلات ومغامرات

التركيز على التعبير الكتابي.

الصف : الرابع	**التاريخ: آذار 2020**	**المحور: الأول** عنوان المحور: رحلات ومغامرات
عدد الدروس: 3 دروس • مغارة جعيتا • عاقبة الطمع • على سطح المريخ	**عدد الحصص:** **18 حصة موزعة على 3 أسابيع.**	**اسم المعلّمة:**

تحضير المحور

الاهداف العاطفيّة-الاجتماعية:

- وعي وجوده في المكان والزّمان.
- تقبل المسؤولية في مجتمع المدرسة والصف.
- العمل ضمن فريق، وتجاوز العثرات لتحقيق عمل ما.

الاهداف المعرفيّة:

يتعرف الى	يفهم أن	يقدر أن
1- أنواع النصوص: القصة، النص التقريري 2- أساليب الكتابة الخاصة بكل نص	1-لكل نص مقومات تحدد نوعه. 2-يتميز كل نوع من النصوص بأسلوب خاص في الكتابة.	1-يحدد نوع النص الذي يقرأه 2-يكتب فقرة قصيرة تحاكي أسلوب الكتابة الذي يختاره: قصة، نص تقريري.

التقويم التقريري / تقويم نهاية المحور

خيار أول: يختار المتعلم أسلوبًا من أساليب الكتابة التي تم التعرف إليها وتحليلها في المحور ويؤلف فقرة قصيرة (5-7 أسطر) تحاكي هذا الأسلوب:

- يفهم أن النّص التواصلي مكتوب بأسلوب علميّ خالٍ من كلّ صورة أدبية وعاطفة وخيال.
- يتعرّف خصائص الأسلوب العلميّ ويستعمله.
- يتعرف أسلوب الوصف الدّقيق ويستعمله.

خيار ثانٍ: يفكّك نصًا إلى أجزائه الرئيسة والفرعية، ويبرهن عن فهمه من خلال إيجاد الروابط.

ممكن أن يتم في عمل فردي أو عمل فريقي بناء على الأهداف المتعلقة بالبعد العاطفي-الاجتماعي والأنشطة المتوافقة معها.

- يحدد خصائص الأسلوب العلميّ.

		3-يفكّك النّص إلى أجزائه الرئيسة، والفرعيّة، ويفهم محتواها والرّوابط بينها. 4-يحدد خصائص الأسلوب العلميّ وأسلوب الوصف الدّقيق.

الأسئلة الأساسية:

- **كيف استفيد من وجودي في زمان ومكان محددين؟ (عندما أكون في الصف، الملعب، البيت، القرية...)**
- **ما مسؤوليتي ضمن فريق الزملاء لإنتاج العمل وإنجازه ضمن الوقت والمعايير المحددة؟**
- **كيف أساهم لأسمح للآخرين بالاستفادة من الوقت المحدد؟**

أهداف المهارات اللغوية:

- **الإصغاء والمحادثة**
  - يستخدم مخزونه اللّغوي من المفردات والتّراكيب في السّياق الملائم.
  - يستخدم تعابير مكتسبة ويغنيها ببعض الاضافات الذّاتيّة عند التحدث.
- **القراءة**

الوعي الصوتي	- يلفظ الأحرف المتقاربة، بلفظ جيّد عند قراءتها
الصوتيات	- يستخدم معرفته لقواعد التقطيع الصوتي لمساعدته على تهجئة الكلمات الجديدة.
المفردات	- يوضح معاني المفردات والتّعابير بحسب ورودها في سياق النّصّ
الكلمات البصريّة	

- يحدد خصائص أسلوب الوصف.

الاهداف العاطفيّة-الاجتماعية:

نشاط التقويم:

عمل فريقي: يفكك المتعلمون النص إلى أجزاء، ويحددون خصائص الأسلوب المعتمد.

اداة التقويم:

- **شبكة تقييم أو سلم تقييم.**
- **يتم بناء هذه الأداة بالتعاون مع المتعلمين.**
- **تتضمن المعايير خصائص الأسلوب الأدبي، كذلك أطر محددة للعمل الفريقي وللانجاز ضمن وقت محدد.**

المهارات اللغوية:

نشاط التقويم : تختار المعلمة النشاط الذي تريد تقييم الأداء فيه بناء على الهدف المحدد

اداة التقويم: تختار المعلمة إحدى الأدوات التالية:

التقييم المستمر:

1- **شبكات التقييم Checklists**
2- **تقويم إشراكي co-evaluation**
3- **إختبارات قصيرة Tests**

الطلاقة	- يصحح الأخطاء ذاتيًّا
الفهم القرائي	- يكتسب معلومات متعلقة بالنصوص المُعالجة. - يفكّك النّص إلى أجزائه الرئيسة، والفرعيّة، ويفهم محتواها والرّوابط بينها. - يجيب عن الأسئلة المطروحة بجمل تامة تعكس فهمه للنص المجمل والمفصّل. - يحلّل المعلومات الواردة في النّص (حقيقيّة وخياليّة) - يتعرّف خصائص الأسلوب العلميّ ويستعمله. - يتعرف أسلوب الوصف الدّقيق ويستعمله.

- **الكتابة**

القواعد	- تحديد مفهوم كلّ من النّص والفقرة والجملة والكلمة. - تحديد علاقة كل قسم من أقسام الكلام بالآخر. - معرفة أنواع الكلمة وتمييز الفعل من الاسم من الحرف. - فهم معنى الجملة الفعليّة وسبب نعتها بهذه الصّفة ، تمهيدًا لتمييزها لاحقًا من الجملة الاسميّة . - تحديد مفهوم الفعل الماضي ، بدلالته على حدث تمّ في زمن مضى. - معرفة أنّ الفعل الماضي مبنيّ على الفتحة الظاهرة على آخره. - تحديد مفهوم الفعل المضارع، بدلالته على حدث يحصل في الزّمن الحاضر أو في المستقبل. - التّعلم أنّ الفعل المضارع مرفوع، وأنّ علامة رفعه الضّمة على آخره. - التّعلّم أنّ الفعل المضارع يُصاغ من الفعل الماضي، بزيادة أحد أحرف المضارعة (أنيت) في أوّله وبضم آخره.
الاملاء	
النسخ	
الخط	

التعبير الكتابي	- يؤلف جملاً متّبعًا نماذج لتراكيب لغوية محددة له سلفًا. - يؤلف جملاً مستندًا إلى كلمات وعبارات محددة له سلفًا.	

الموارد

- **دليل المعلم، كتاب التلميذ ودفتر التمارين**
- **أنماط النصوص:**
- https://sotor.com/%D8%AE%D8%B5%D8%A7%D8%A6%D8%B5-%D8%A3%D9%86%D9%85%D8%A7%D8%B7-%D8%A7%D9%84%D9%86%D8%B5%D9%88%D8%B5/
- **أنماط النصوص ومؤشراتها:**
- https://sotor.com/%D8%A3%D9%86%D9%85%D8%A7%D8%B7-%D8%A7%D9%84%D9%86%D8%B5%D9%88%D8%B5-%D9%88%D9%85%D8%A4%D8%B4%D8%B1%D8%A7%D8%AA%D9%87%D8%A7/
- **ما هي أنواع النصوص؟**
- https://sotor.com/%D9%85%D8%A7-%D9%87%D9%8A-%D8%A3%D9%86%D9%88%D8%A7%D8%B9-%D8%A7%D9%84%D9%86%D8%B5%D9%88%D8%B5/

نماذج دروس مرافقة للوحدة:

الحصّة (1)	
أهداف الحصّة: **1- هدف عاطفي-اجتماعي: تطويرُ مهاراتِ التَّركيزِ، والاستماع عندَ المتعلّمين.** **2- هدف تعليمي (الدرس المصغر): أن يتعرّفَ المتعلّمُ على الجملةِ، وعلى أقسامِ الكلمةِ.**	**التاريخ: 2020/3/23** **الوقت:50 دقيقة**
المعلمة: **الصف: الرّابع الأساسيّ.** **المادة: (قراءة أو قواعد أو قاعدة إملائية للصف الرابع): قواعد.** **عنوان الوحدة (كما ورد في كتاب التلميذ):المحور الأوَّل: رحلاتٌ ومغامراتٌ.** **عنوان الدرس (كما ورد في كتاب التلميذ): أقسامُ الكلامِ.**	**المواد اللازمة: كتاب القواعد/ قلم وورقة مِسْودّة/ اللاّبتوب/اللّوح القلاّب/قصص مصنّفة.**

سير الحصّة

المراحل	النشاط	الوقت
لقاء المجموعة نشاط عاطفي-اجتماعي (يتم اختياره من الأهداف التربوية الموجودة في دليل المعلم)	أنفِّذُ مع المتعلِّمين لقاءَ المجموعةِ على السّجادةِ (الرّوتين اليوميّ.) الآن ستُنَفِذونَ نشاطَ " تقليدُ الايقاعِ ". قفوا بشكلِ حلقةٍ دائريّةٍ، وسأصّفِّقُ أمامَكُم بايقاعٍ محدّدٍ (ايقاعٌ بسيطٌ يسهلُ تكرارَهُ باستمرارٍ) والآن ستشاركونني التّصفيقَ على نفسِ الايقاعِ حتّى يقوم الصَّفَ بأكملِهِ بالتّصفيقِ معاً. عندَ تمَكُّنِ جميعِ المتعلّمينَ من التَّصفيقِ معاً أتوقَّفُ عن الايقاعِ، وأصفِّقُ على ايقاعٍ مختلفٍ. ما الّذي حدثَ خلالَ هذهِ اللُّعبةِ؟ كيفَ شعَرْتُم عندَما كُنّا نُصَفِّقُ جميعاً على نفسِ الايقاعِ؟ ما أهميّة الاستماعِ إلى الآخرين في هذهِ اللُّعبةِ؟ هل يُمْكِنُنا تطبيقُ مهارات الاستماعِ هذهِ على أشياءٍ أخرى نقومُ بها معاً؟	7 د.
القراءة الجهريّة ترتبط إما بالهدف العاطفي-الاجتماعي أو بالدرس المصغر	سأقرأ لكُم قِصّةَ " سريرُ جدَّتي " الّتي اخترْتُها من المكتبةِ الصَّفيّةِ. اصْغوا لي جيّداً وأنا أقرأ لكم القصة. - من يتذكَّر جملةً وردَت في هذهِ القصّةِ؟ سأدَوِّنُها أمامَكُم على اللّوحِ، والآن من يدُلُّني على الفعلِ في هذهِ الجملةِ؟ من يدُلُّني على اسمٍ في هذهِ الجملةِ؟ من يدُلُّني على حرفٍ وردَ في هذهِ الجملةِ؟ جيّد.	5 د.

الدّرس المصغّر التركيز على الاستراتيجيات لخدمة المتعلم وتنشيط التفكير وليس على المحتوى كما في نموذج ورشة المفردات.	أ-الصّلة: لقد تعرّفنا سابقاً أنَّ كلّ كلمةٍ نقولُها تحملُ معنًى، وأنّنا نختارُ كلماتَنا حسب ما نريدُ قولهُ، وما نريدُ من الآخرين أن يفهموا منّا، وأننا نرتّب كلامنا في جمل محكية أو مكتوبة. اليوم سنتعرّفُ على أقسام الجملةِ، وسنتعلّمُ أنَّ الكلمةَ تُقسَمُ الى ثلاثةِ أنواعٍ، وأنَّ كُلّ نوعٍ من هذهِ الأنواعِ يحملُ معنًى، ولهُ استخدامٌ مختلِفٌ عن الآخرِ. هل نأخذُ دواءَ ألمِ الرّأسِ عندَما نشعرُ بألمٍ في البطنِ، طبعاً لا علينا أن نأخُذَ دواءً يُعالِجُ الألمَ في البطنِ، أيّ علينا أن نحدّدَ الاستخدامَ المُناسبَ للدّواءِ، ونستخدمَ النّوعَ المُناسبَ من الدّواءِ. كذلك عندما نستخدمُ الكلمات علينا أن نستخدمَ النّوعَ المُناسبَ من الكلماتِ لنُعَبّرَ عمّا نريدُ التّعبير عنهُ. ب-التّعليم: افتحوا الكتبَ صفحة – 11 – نَصّ " مغارةُ جعيتا ". من يقرأُ لي الفِقْرةَ الثّانيةَ؟ من يُحدّدُ لي الجمل في الفقرة؟ جيّد. اذاً من كم جملة تتألّفُ هذهِ الفِقْرَةِ؟ ماذا يوجدُ في نهايةِ كلّ جملةٍ؟ ماذا نستنتجُ؟ الجُملَةُ مجموعةٌ من الكلماتِ تفيدُ معنًى تامّاً، وهي جزءٌ من الفِقْرةِ وتنتهي بنُقطةٍ. سأدَوّنُ تعريفَ الجملةِ أمامَكُم على الجداريّةِ المعلّقةَ على اللّوحِ القلاّبِ. الآن أريدكُم أن تصغوا لي جيّداً لنتعرّفَ على الأنواعِ الثّلاثةِ للكلمةِ، ولِمَ نستخدمُ كلاًّ منها. الكلمةُ ثلاثةُ أنواعٍ: 1-النّوعُ الأوّلُ نُسمّيهِ اسم، وهو ما دلَّ على انسانٍ مِثالٌ: فتاة – ريما – أحمد – رجل... من يستطيعُ اعطائي المزيدَ من الأمثلةِ؟ كذلكَ الاسم يدلُّ على حيوانٍ مِثالٌ: خروف – بقرة – أسد – بطّة... من يستطيعُ اعطائي المزيد من الأمثلةِ؟ كما يدلُّ الاسمُ على نباتٍ مِثالٌ: شجرة – وردة – كرز – برتقال... من يستطيعُ اعطائي المزيدَ من الأمثلةِ؟ أيضاً يدلُّ الاسمُ على شيءٍ مِثالٌ: دفتر – باب – محفظة – مقعد... من يُعطيني المزيد من الأمثلةِ؟ أحْسَنْتُم. اذاً ماذا نستنتجُ؟ الاسمُ هو ما يدلُّ على انسانٍ أو حيوانٍ أو نباتٍ أو شيءٍ مِثالٌ: ريم – ديك – شبّاك – موز. هيّا بنا نُدَوّنُ ما تعلّمناهُ على الجداريّةِ. 2-النّوعُ الثّاني من الكلمةِ نُسمّيهِ الفعل، وهو ما يدلُّ على القيامِ بحركةٍ، أو بعملٍ معيّنٍ مِثالٌ: نسبحُ – أرسمُ – سافرَ – نامَت... من يُعطيني المزيدَ من الأمثلةِ؟ هيّا بنا نُضيفُ ما تعلّمناهُ الى الجداريّةِ. الفعلُ هو ما يدلُّ على القيامِ بحركةٍ، أو بعملٍ معيّنٍ مِثالٌ: قرأ – كتبَت – نلعبُ. النّوعُ الثّالثُ والأخيرُ من الكلمةِ نُسمّيهِ الحرف، وهو ما نستعملُهُ لنربطَ بين الاسمِ والاسمِ، أو الاسمِ والفعلِ مِثالٌ: على – الى – في – من... فأقولُ: الكتابُ على الطّاولةِ./ ذهَبْتُ الى المكتبةِ./ القلمُ في الجارورِ./ اقتَرَبْتُ من الشّاطىءِ. هيّا بنا نضيفُ ما تعلّمناهُ الى الجداريّةِ. الحرفُ هو ما نربطُ به بين الاسمِ والاسمِ، أو الاسمِ والفعلِ مِثالٌ: قطعُ الحلوى في العلبةِ.	10 د.

	ج-التّطبيق الفاعل: الآن أريدُ من كلِّ واحدٍ منكُم أن يستديرَ الى زميلِهِ ويُعرِّفَ لهُ الجملةَ، ثُمَّ يُخبرُهُ كيف نحدد كُلّاً من الاسمِ، الفعلِ، والحرفِ؟ د-الرّبط: تعرَّفْنا اليوم على الجملةِ وأصبَحْنا قادرين على تمييزها عند قراءةِ قِصّةٍ، رسالةٍ، اعلانٍ... وتعلّمْنا أنَّ الكلام الذي تتضمنه الجملة هو ثلاثةُ أنواعٍ: النّوعُ الأوَّلُ اسمٌ يدلُّ على انسانٍ أو حيوانٍ أو نباتٍ أو شيءٍ، لذلك فانّنا نستخدمُ الاسمَ في أحاديثِنا، وكتاباتِنا للدّلالةِ على انسانٍ أو حيوانٍ أو نباتٍ أو شيءٍ. النّوعُ الثّاني فعلٌ يدلُّ على القيامِ بحركةٍ أو بعملٍ معيّنٍ لذلك فانّنا نستخدمُ الفعلَ في أحاديثِنا، وكتاباتِنا للدّلالةِ على القيامِ بحركةٍ، أو بعملٍ معيّنٍ. أمّا النّوعُ الثّالثُ وهو الحرف فانّنا نستخدمُهُ للرّبطِ بين الاسمِ والاسمِ، أو بين الاسمِ والفعلِ لنؤدي معنى تامًا.	
العمل المستقل (قراءة أو كتابة)	الآن سَيَتوَجَّهُ كُلُّ واحدٍ منكُم الى المكتبةِ الصّفيّةِ ليختارَ قصّةً تتناسبُ مع مُستواهُ القرائيّ، ثُمَّ يقومُ بما يلي: 1. قراءةُ القِصّةِ جيّداً. 2. اختيارُ جملةٍ تامّةُ المعنى، وتدوينُها أمامَهُ على الدّفترِ. 3. استخراجُ ثلاثة أسماءٍ، تدوينُها أمامَهُ على الدّفترِ مع تحديدِ نوعِ كلِّ اسمٍ: اسمُ انسانٍ أو اسمُ حيوانٍ أو اسمُ نباتٍ أو اسمُ شيءٍ. 4. استخراجُ ثلاثة أفعالٍ، وتدوينُها أمامَهُ على الدّفترِ. 5. استخراجُ ثلاثة حروفٍ، وتدوينُها أمامَهُ على الدّفترِ. من يعيدُ لي ماذا سنفعلُ؟ جيّد، ابدأوا ولا تنسوا الالتزام بقوانينِ الصَّفِ. ملاحظة: ممكن تنفيذُ نشاط " اسمٌ وفعلٌ " من الحقيبةِ التّربويّةِ، ولكنّهُ لا يطالُ كلَّ الأهدافِ المشروحةِ. (فقط التّمييز بين الاسمِ، والفعلِ.)	20 د.
العمل الموجّه (في مجموعة)	أتجوّلُ بينَ المتعلّمين لأراقبَ عملَهُم، وأساعِدَهُم عندَ الحاجةِ مع تدوينِ ملاحظاتٍ حولَ أدائِهم لتقييمِ عملِهِم.	
وقت المشاركة (التّفكّر)	الآن من منكُم سيتوَجَّهُ نحو الجداريّةِ ليُذَكِّرُنا بما تعلّمناهُ اليوم.	5 د.

الحصّة (2)	
أهداف الحصّة: **3- هدف عاطفي-اجتماعي: أن يشعرَ المتعلّمُ بالهدوءِ، والرّاحةِ في مكانٍ آمنٍ.** **4- هدف تعليمي (الدرس المصغر): أن يتعرّفَ المتعلّمُ على الفِقْرَةِ، وكيفَ يَنْقَسِمُ أيُّ نَصٍّ الى عدَّةِ فِقَرٍ.**	**التاريخ:2020/3/23** **الوقت:50 دقيقة**
المعلمة: **الصف: الرّابع الأساسيّ.** **المادة: (قراءة أو قواعد أو قاعدة إملائية للصف الرابع): قواعد.** **عنوان الوحدة (كما ورد في كتاب التلميذ): المحور الأوّل: رحلاتٌ ومغامراتٌ.** **عنوان الدرس (كما ورد في كتاب التلميذ): أقسامُ الكلامِ.**	**المواد اللازمة: كتاب القواعد/ قلم وورقة مِسْودّة/ اللاّبتوب/قصص مصنّفة/جداريّة.**

سير الحصّة

المراحل	النشاط	الوقت
لقاء المجموعة نشاط عاطفي-اجتماعي (يتم اختياره من الأهداف التربوية الموجودة في دليل المعلم)	أنفّذُ مع المتعلّمين لقاءَ المجموعةِ على السّجادةِ (الرّوتين اليوميّ.) أنفّذُ مع المتعلّمين نشاطَ "البيضةِ" لكي يعتادوا على الشّعورِ بالهدوءِ، الرّاحةِ، وعدمِ التّوتُّرِ، والخوفِ في أيِّ مكانٍ يتواجدونَ فيه. الآن ستجلسونَ بشكلٍ دائرةٍ تثنونَ رُكَبَكُم نحو صدورِكُم، تُعانِقونَ أرجُلَكُم، ثُمَّ تضعونَ رؤوسَكُم على رُكَبِكُم، تُغْلِقونَ أعيُنَكُم، وتتخيَّلون أنَّكُم بحجمٍ صغيرٍ جدّاً يُمكِنُ وضعَكُم في بيضةٍ ذات قِشْرةٍ قوّيةٍ جدّاً. والآن لتشعروا بمدى قوَّةِ القِشْرَةِ دوروا على الأرضِ، ثُمَّ عودوا الى وَضْعِيَّةِ الجُلوسِ. بعدَها أتحدَّثُ معهُم ببطءٍ، وبلهجةٍ تَبْعَثُ على التَّهْدِئَةِ حيثُ أقولُ لهُم: أنتُم صِغارٌ جِدّاً داخلَ قِشْرَةِ البَيْضَةِ، وتتوفرُ لكُم الحِمايةَ فيها، ومن الجميلِ جدّاً أن تكونوا داخلَ البيضَةِ، فهي دافِئة، ويُمكنكُم التَّنفُسَ بشكلٍ جيّدٍ جدّاً. أنتُم هُناك والعالمُ موجودٌ في الخارجِ. يُمكنكُم سماعَ بعضِ الأصواتِ، ولكنَّ القِشْرَةَ تُخفِّفُ من حِدَّتِها. أنتُم بخيرٍ داخلَ قِشْرَةِ البيضِ، ولكنَّ الأصواتَ في الخارجِ تجعلكُم ترغبونَ في الخُروجِ يُمكنكُم سماعَ صوتِ الرّيحِ، والموسيقى قادمة من بعيدٍ. كيفَ هو العالمُ الخارجيُّ؟ ماذا يحدثُ هناك؟ خُذوا نفساً عميقاً، ثُمَّ افتحوا ذِراعَيْكُم ، وادفعوا أقدامكُم بلُطْفٍ. والآن ستبدأُ القِشْرةُ بالتَّشَقُّقِ بحيث يُمْكِنُكُم مدَّ الذِّراعينِ، والسّاقينِ بِبُطءٍ حتّى تُصْبِحوا خارجَ قِشْرَةِ البيضِ. ستجدونَ أنفُسَكُم في حديقةٍ خضراءَ حيثُ يُمكِنكُم شَمَّ رائِحةِ العُشْبِ، والأزهارِ، كما ستشعرونَ بأشِعَةِ الشّمسِ الدّافِئَةِ، والنّسيمِ العليلِ، وستتنفسونَ بلُطْفٍ... والآن خُذوا نفساً عميقاً، حَرِكوا أصابعَ أيديكُم، ثُمَّ أصابعَ قدَمَيْكُم، ساقيكُم، وذِراعَيْكُم 1 – 2 – 3 يُمكِنُكُم فتحَ عيونكُم، والجلوسَ بهدوءٍ. ما هو شعوركم؟ هل هو مُخْتَلِفٌ عمّا كانَ عليهِ عندَما بَدَأْنا النَّشاطَ؟ بِمَ شَعَرْتُم؟	7 د.

القراءة الجهريّة ترتبط إما بالهدف العاطفي- الاجتماعي أو بالدرس المصغر	• سأقرأُ لكُم قِصَّةَ الدَّرسِ " مَغارَةُ جعيتا ". • من يُذكِّرُني بالعنوانِ؟ عمَّ يتحدَّثُ النَّصّ؟ هل عنوانُ النّصِ يُناسِبُ موضوعَهُ؟ • افتحوا كتبكُم واقرأوا النص يعيونكم قراءة صامتة سريعة، الهدف هو اكتشاف تنظيم النص وليس القراءة الفعلية. • الى كم قِسْمٍ يُقْسَمُ النَّصّ؟ أحسنتُم.	5 د.
الدّرس المصغّر التركيز على الاستراتيجيات لخدمة المتعلم وتنشيط التفكير وليس على المحتوى كما في نموذج ورشة المفردات.	أ-الصّلة: لقد تعرّفْنا في الحِصّةِ السّابقةِ على النّصّ، وقُلنا أنَّهُ كلامٌ كتبَهُ أحدُ الكُتَّابِ يدورُ حولَ موضوعٍ مُعَيَّنٍ، ولَهُ عنوانٌ يُناسِبُ موضوعَهُ. اليوم سأعرّفُكُم على الفِقْرَةِ، وكيفَ يَنْقسِمُ أيُّ نَصٍ الى عِدَّةِ فِقَرٍ، كما سنتعلّمُ كيفَ نختَارُ عنواناً مُلائِماً لكُلِّ فِقْرَةٍ. ب-التّعليم: لاحظوا معي تنظيم نصَّ "مغارةُ جعيتا". هل يَتَألَّفُ هذا النَّصُّ من قسمٍ واحِدٍ؟ كيف أحدد كل قسم؟ من كَم قِسم يتألَّفُ؟ الآن سوف نفكر بمضمون كل قسم. هل الفكرةُ الواردةُ في كُلِّ من هذهِ الأقسامِ لها علاقةٌ بموضوعِ النَّصّ؟ من يُعطيني عُنواناً مُناسِباً للقِسْمِ الأوَّلِ؟ جيّد والقِسم الثّاني؟ الثّالث؟ الرّابع؟ الخامس؟ أحسنتُم. هل تُكَوّنُ هذهِ الأقسامُ مُجتمعةً النَّصَّ كاملاً، كما تُكَوّنُ فِقْراتُ الظَّهرِ العمودَ الفِقْرِيّ؟ هل يُمكنُنا أن نُسَمّيَ كُلَّ قِسْمٍ من النَّصّ " فِقْرَةً "؟ اذاً مِمَّ يَتَكَوَّنُ النَّصُّ؟ رائع. ماذا نَسْتَنْتِجُ؟ الفِقْرَةُ قِسْمُ من النَّصّ يَشْتَمِلُ على فِكْرَةٍ أساسيَّةٍ تَتَعَلَّقُ بموضوعِهِ. مِثالٌ: كانَتْ رِحْلَتُنا .... نادِرَةٍ. سأدَوّنُ تعريفَ الفِقْرةِ أمامَكُم على هذهِ الجداريّةِ. ج-التّطبيق الفاعل:والآن فَلْيَسْتَدِرُ كُلُّ واحِدٍ منكُم الى زميلِهِ، ويُعيدُ لهُ تعريفَ الفَقْرَةِ مع الاشارةِ الى كُلِّ فِقَرَةٍ من فِقَرِ النَّصّ. د-الرّبط: اليوم وكلّ يوم أصبَحْنا قادرينَ على تعرف أقسام أيّ نَصٍ نقرأهُ وهذه الأقسام نسميها فقرات ومفردها فِقرة، كما أصْبَحْنا قادرينَ على اختيارِ عنوانٍ مُناسبٍ لكُلِّ فِقْرَةٍ.	10 د.
العمل المستقل (قراءة أو كتابة)	الآن سَأُوَزّعُ على كُلِّ واحِدٍ منكُم قصّةً قصيرةً تتناسبُ مع مُستواهُ القِرائيّ، حيثُ ستقومونَ بالخطواتِ التّاليةِ: 1-قراءةُ القِصّةِ جيّداً. 2-عدُّ الفِقْراتِ الّتي تُكَوّنُ نَصَّ القِصَّةِ. 3-اختيارُ عنوانٍ مُناسبٍ لكلِّ فِقْرَةٍ.	20 د.

العمل الموجّه (في مجموعة)	في هذهِ الفترةِ أتجوَّلُ بينَ المتعلّمين لأراقِبَ عملَهُم، وأقدّمُ لهُم الدَّعمَ والمُساعدةَ عندَ الحاجةِ مع تسجيلِ مُلاحظاتٍ حولَ أداءِ كُلِّ متعلّمٍ لتقييمِ عَمَلِهِم.	
وقت المشاركة (التّفكّر)	والآن من منكُم سيتوجَّهُ الى كُرسيِّ القارىءِ، ويُخْبِرُنا ما هو عنوانُ قِصتِهِ، من كَم فِقْرَةٍ تتألّفُ، وما هو العنوان الّذي اختارَهُ لكلِّ فِقْرةٍ.	5 د.

الحصّة (3)	
أهداف الحصّة: **1- هدف عاطفي-اجتماعي: تنشيط وتحفيز المتعلّمين على المُشاركةِ من خلالِ نشاطٍ بدنيّ، فضلاً عن تنميّةِ التّركيزِ عبر الممارسة.** **2- هدف تعليمي (الدرس المصغر): أن يتعرَّفَ المُتعلِّمُ على النَّصِّ.**	**التاريخ:20 /2020/3** **الوقت:50 دقيقة**
المعلمة: **الصف: الرّابع الأساسيّ.** **المادة: (قراءة أو قواعد أو قاعدة إملائية للصف الرابع): قواعد.** **عنوان الوحدة (كما ورد في كتاب التلميذ): المحور الأوّل: رحلاتٌ ومغامراتٌ.** **عنوان الدرس (كما ورد في كتاب التلميذ): أقسامُ الكلام.**	**المواد اللازمة: كتاب القواعد/ قلم وورقة مِسْودّة/ اللاّبتوب/قصّة/جداريّة/الحقيبة التّربويّة.**

سير الحصّة

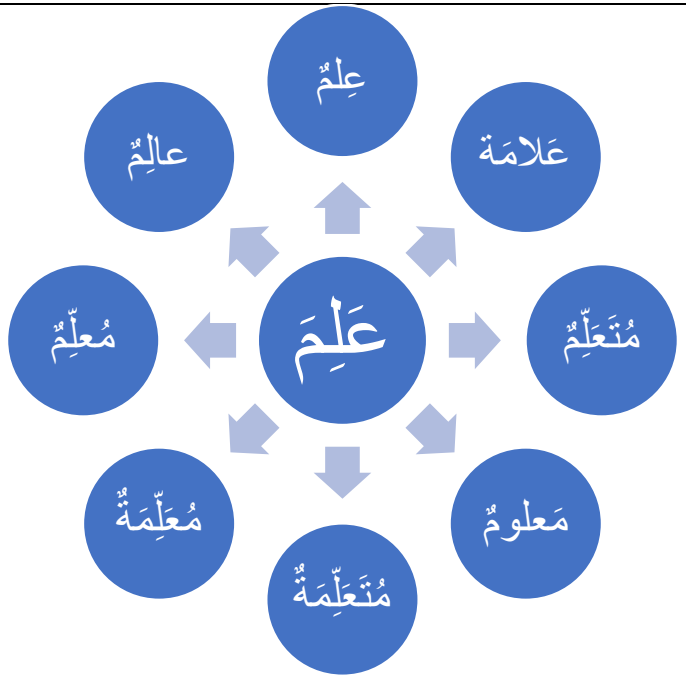
المراحل	**النشاط**	**الوقت**
لقاء المجموعة نشاط عاطفي-اجتماعي (يتم اختياره من الأهداف التربوية الموجودة في دليل المعلم)	أنفّذُ مع المتعلّمين لقاءَ المجموعةِ على السّجادةِ (الرّوتين اليوميّ.) الآن سأختارُ متعلّماً يلعبُ دورَ "الجدَّةِ" حيثُ يقفُ ويُواجهُ الحائطَ في طرفِ الغُرفةِ، ثُمَّ يذهبُ بقيّةَ المتعلّمينَ الى الطّرفِ الآخرِ من الغُرفةِ، ويُحاولون التَّسَلُّلَ بهدوءٍ باتجاهِ الجدّةِ. كلَّما استْدارَتِ الجدَّةُ عليكُم أن تتوقفوا، وتثبتوا تماماً مكانكُم دونَ حراكٍ، وتجبُ العودةَ الى البِدايةِ في حالِ تحرَّك أحد منكُم. أوَّلُ متعلّمٍ يصلُ الى الجدَّةِ ويلمسُها برِفْقٍ على الكَتِفِ يكونُ هو الفائز، ويأخذُ مكانَ الجدَّةِ. من يستطيع أن يعيدَ لي تعليماتَ النّشاطِ؟ جيّد ابدأوا. هل أعجبكُم النَّشاط؟ لِمَ؟ بِمَ شعرتُم؟	7 د.

القراءة الجهريّة ترتبط إما بالهدف العاطفي- الاجتماعي أو بالدرس المصغر	سأقرأ لكُم قصّةَ "العيد" الّتي اختَرْتُها من المكتبةِ الصَّفيّةِ. اصْغوا لي جيّداً (أحملُ القصّةَ بطريقةٍ يظهرُ الغلافُ لكلِّ المتعلّمين أثناءَ القراءةِ.) والآن راقبوا معي غلافَ القصّةِ الأماميّ. من يُذكّرُني بعنوانِ القصّةِ؟ هل هذا العنوان يُناسِبُ موضوعَ القِصَّةِ؟ من يدُلُّني على اسْمِ الكاتبِ الّذي كتبَ أحداثَ هذهِ القصّة؟ من يدُلُّني على اسْمِ الرّسّام الّذي رسمَ رسومات هذهِ القصّة؟ أحسَنْتُم.	5 د.
الدّرس المصغّر التركيز على الاستراتيجيات لخدمة المتعلم وتنشيط التفكير وليس على المحتوى كما في نموذج ورشة المفردات.	أ-الصّلة: لقد قرأنا سابقاً العديدَ من القصصِ، كما أنّنا تعرَّفْنا أنَّ لكلِّ قصّةٍ: عنوانٌ – كاتبٌ – ورسّامٌ. اليوم سنتعرَّفُ على النَّصِّ، أي مضمون القصة. ب-التّعليم: بعدما استمعتم إلى قصّةَ "العيد"، أخبروني، ما كان مضمون القصة؟ أي ما الموضوع الذي حكت عنه القصة؟ هل عنوانُ القِصّةِ يتناسبُ مع موضوعِ الكلامِ، ويوحي بمضْمونِهِ؟ هذا الكلامُ ألَّفَهُ وكتبَهُ أحَدُ الكُتّابِ، ونُطْلِقُ عليهِ اسم "النَصُّ". اذاً ما هُوَ النَّصّ؟ النَّصُّ كلامٌ نَصَّهُ (أيّ ألَّفَهُ وكتَبَهُ) أحَدُ الكُتّابِ ويدورُ حولَ موضوعٍ معيّنٍ، ولَهُ عنوانٌ يُناسِبُ موضوعَهُ، ويوحي بمضمونِهِ مِثالٌ: النَّصُّ: " العيد ". والآن سأدَوّنُ تعريفَ النَّصِّ على الجداريّةِ المُعلّقةِ أمامكُم على اللّوحِ القلاّبِ، كما أنَّكُم ستُزيّنون هذه الجِداريّةِ في نهايةِ الحِصّةِ. ج-التّطبيق الفاعل: فَلْيَسْتَدِرُ كُلٌّ منكُم نحوَ زميلِهِ، ويُعَرّفُ لَهُ النَّصَّ. د-الرّبط: اليوم وكُلّ يوم أصْبَحْنا نعرِفُ أنَّ النَّصَّ هُو عبارةٌ عن مضمونِ كُلِّ قِصّةٍ، أو درسٍ قراءَةٍ نقرأهُ، ويكونُ لَهُ عنوانٌ مُناسِبٌ، وكاتبٌ كتبَ أحداثه.	10 د.
العمل المستقل (قراءة أو كتابة)	لقد اخْتَرْتُ لكُم نشاطَ "أفهمُ قِصَّتي" من الحقيبةِ التّربويَّةِ، كما انّني سأشرحُ لكُم التَّعليمات الّتي تتعلّقُ بهذا النّشاطِ قبلَ تنفيذهِ (أوَظِّفُ هذا النَّشاط بشكلٍ يتناسبُ مع الهدفِ). ملاحظة: تنفيذُ هذا النّشاطِ يَقْتَصِرُ فقط على تطبيقِ الاستراتيجيّات الّتي شُرِحَت للمُتعلّمين وهي: تحديدُ عنوانِ القصّةِ، وربطهُ بمضمونِ النَّصِّ – تحديدُ اسْمُ الكاتبِ – معرفة ما هو النَّصّ.	20 د.
العمل الموجّه (في مجموعة)	أتَنَقلُّ بينَ المُتعلّمين لأتأكَّدَ أنَّهُم يُنَفّذونَ النّشاطَ بطريقةٍ صحيحةٍ، وأقدِّمُ لهُم الدَّعمَ والمُساعدةَ عندَ الحاجةِ.	
وقت المشاركة (التّفكّر)	والآن من سيتوجّهُ الى كُرسيِّ القارِىءِ، ويعيدُ لنا ماذا تعلّمْنا اليوم.	5 د.

الحصّة 4		
أهداف الحصّة: **1- هدف عاطفي-اجتماعي: يبني صلات إيجابية مع زملاء الصف** **2- هدف تعليمي (الدرس المصغر): يستخدم الاشتقاق بالمحاكاة**		**التاريخ: آذار 2020** **الوقت:50 دقيقة**
المعلمة: **الصف: الرابع** **المادة: (قراءة أو قواعد أو قاعدة إملائية للصف الرابع): قراءة – فهم قرائي** **عنوان الوحدة (كما ورد في كتاب التلميذ): رحلات ومغامرات** **عنوان الدرس (كما ورد في كتاب التلميذ): مغارة جعيتا**		**المواد اللازمة:** **كبكوب صوف أو حبل** **بطاقة عليها كلمة "صداقة".**
سير الحصّة		
المراحل	**النشاط**	**الوقت**
لقاء المجموعة نشاط عاطفي-اجتماعي (يتم اختياره من الأهداف التربوية الموجودة في دليل المعلم)	تَبْدَأ المُعلّمةُ حصّتَها بتنفيذِ لقاءِ المجموعةِ حيثُ تجلسُ مع المتعلّمينَ على السّجادةِ (القاءُ التّحيّةِ – تحديدُ الرّزنامةِ...) بعدَها تَنْتَقِلُ المُعَلِّمَةُ الى تَنْفيذِ نشاطٍ عاطفي-اجتماعي مع المُتَعَلِّمينَ: شبكة الصداقة. تُثبّت المعلمة بواطة الشريط اللاصق، في وسط حلقة لقاء المجموعة، بطاقة مكتوب عليها كلمة "صداقة". تمسك كبكوب الصوف بيدها وتلصق طرفه على البطاقة، ثم تحلُّ الخيط حتى يصل الكبكوب إلى يديها بسهولة (ترخي الخيط مسافة كافية). تعطي التعليمات: يفكّر كل منكم بكلمة يعبر فيها عن ميزة لدى أحد الزملاء في هذه الحلقة، ثم عليه أن يثبت الخيط أمامه بشريط لاصق، ثم يحل خيط الصوف بالقدر الكافي الذي سيسمح له برمي الكبكوب لهذا الزميل دون أن ينزلق الطرف الذي ألصقه أمامه. عليه أن يرمي الكبكوب باتجاه زميله وهو يقول الصفة أو الميزة التي تميز هذا الزميل ليسمعها الآخرون. عندما يصل الكبكوب للزميل، عليه بدوره أن يُلصِق الطرف الذي وصل إليه، يحُلَّ خيط الصوف وهو يفكر بصفة أو ميزة يصف بها زميلاً آخر، ثم يرمي الكبكوب لهذا الزميل قائلاً الصفة أو الميزة، وهكذا حتى تكتمل شبكة الصداقة. تبدأ المعلمة بأن تقول صفة إيجابية عن التلميذ الأكثر تعثرًا، أو الأكثر عزلة وترمي له الكبكوب ليكمل من بعدها.	7 د.

	ينتهي النشاط بأن تفسر المعلمة أن ما قاموا بصنعه الآن يُسمّى "شبكة الصداقة". لنتمكن من تركيب الشبكة، كان يجب أن نفكر بشيء يميز صديقنا، كذلك أن نحل الخيط بالقدر الكافي الذي يوصل الكبكوب إلى الصديق وهذا يعني أن المسافة بين الأصدقاء يجب أن تكون بالقدر الكافي الذي يجعل كلا الصديقين سعيدين، لا أكثر ولا أقل. 	
القراءة الجهريّة ترتبط إما بالهدف العاطفي- الاجتماعي أو بالدرس المصغر	بعدَ قراءةِ صورةَ الدّرسِ صفحة 12، تَقْرَأُ المُعلّمةُ نَصَّ "مَغارَةُ جْعِيتا" صفحة 13-14، قِراءةً جَهْرِيَّةً مُعَبِّرَةً مع مراعاةِ كلّ ما يَتَعلّقُ بالقِراءَةِ السّليمةِ (مخارجُ حروفٍ – الالتزامُ بعلاماتِ الوَقْفِ – التّنغيم...) بعدَها تَطرَحُ المُعلّمةُ بعضَ الأسئِلَةِ مِثالٌ: ما الّذي أثارَ اهْتِمامَ التّلاميذِ؟ ما هُوَ أَوَّلُ مَشْهَدٍ رَأَوْهُ؟ كيف تصرفوا مع بعض خلال الرحلة؟	5 د.
الدّرس المصغّر التركيز على الاستراتيجيات لخدمة المتعلم وتنشيط التفكير	أ-الصّلة: لَقَدْ تَعَرَّفْنا سابِقاً على أَقْسامِ الكَلامِ وَهِيَ:اسْمٌ/فِعْلٌ/وَحَرْفٌ، كما عَرَفْنا أنَّ الفِعْلَ إمّا أنْ يَكونَ ماضِيّاً أو مُضارِعاً أو أمْراً. واليَوْم سَنَتَعَلَّمُ أَنَّ كُلّ فِعْلٍ يُشْتَقُّ مِنْهُ عِدَّةَ كَلِماتٍ كما سَأُبَيّنُ لكُم كيفَ نُمَيّزُ بينَ الفِعْلِ الأَصْلِيّ، والكَلِماتِ المُشْتَقَّةِ مِنْهُ. هل رأيتم كيف صنعنا شبكة الصداقة خلال حلقة لقاء المجموعة؟ من	10 د.

وليس على المحتوى كما في نموذج ورشة المفردات.	خلال كلمة "الصداقة" تمكنا من إيجاد صفات ومميزات ترتبط بمفهوم الصداقة، وتندرج ضمنها. سنستخدم الشبكة اليوم لنتعلم من خلالها كيف ترتبط الكلمات بعضها ببعضها الآخر، وكيف يمكننا إيجاد اشتقاق الكلمات من الأفعال. ب-التّعليم: لاحِظُوا معي هذهِ ألأمْثِلةَ المُدَوَّنَةَ أمامَكُم على اللَّوْحِ: 1-مُحَمَدٌ عالِمٌ بِما يَجري حَوْلَهُ. 2-يَلْقَى المَعروفُ جَزاءً حَسَناً. 3-المُتَسابِقُ الأَوَّلُ أَسْرَعُ من الجَميعِ. لنبدأ بالجملة الأولى. من يقولُ لي من أيِّ فِعْلٍ اشْتُقَتْ الكَلِمَةُ "عالِمٌ" في الجُمْلَةِ الأولى؟ جيّد من الفِعلِ "عَلِمَ". والآن من يَسْتَخْرِجُ لي كَلِمَةً ثانِيَةً تُشْتَقُّ من الفِعْلِ "عَلِمَ"؟أحْسَنْتُم "عِلْمٌ" وماذا أيْضاً ؟ "عَلامَةٌ". هل يَخْتَلِفُ المَعْنى بينَ هذه المُشْتَقّات؟ جيّد. إذاً "عَلِمَ" هُوَ الفِعْلُ الأصْلِيُّ الّذي اشْتُقَتْ مِنْهُ هذهِ الأسْماءُ: "عالِمٌ"، "عِلْمٌ"، "عَلامَةٌ" وَكُلُّ كَلِمَةٍ مُشْتَقَّةٍ من هذا الفِعْلِ تَحْمِلُ معنًى مُخْتَلِفاً.	



لِنُلاحِظَ معاً الجُمْلَةَ الثّانِيةَ من يقولُ لي من أيّ فِعْلٍ أُشْتُقَتْ كَلِمَةُ "المَعْروفُ"؟ جيّد من الفِعْلِ "عَرَفَ".
والآن من يَسْتَخْرِجُ لي كَلِمَةً ثانِيَةً تُشْتَقُّ من الفِعْلِ "عَرَفَ"؟ أحْسَنْتُم "مَعْرِفَةٌ" وماذا أيْضاً؟ "مَعارِفٌ". إذاً "عَرَفَ" هُوَ الفِعْلُ الأَصْلِيُّ الّذي اشْتُقَتْ مِنْهُ هذهِ الأسْماءُ: "مَعْروفٌ"، "مَعْرِفَةٌ"، "مَعارِفٌ" وَكُلُّ كَلِمَةٍ مُشْتَقَّةٍ من هذا الفِعْلِ تَحْمِلُ مَعْنًى مُخْتَلِفا. (تكتب الكلمات المشتقّة على شبكة كما سبق)

والآن لِنُلاحِظَ معاً الجُمْلَةَ الأَخيرَةَ من أيّ فِعْلٍ اشْتُقَتْ الكَلِمَةُ "أَسْرَعُ"؟ جيّد من الفِعْلِ "سَرَعَ". مَنْ يَسْتَخْرِجُ لي كَلِمَةً ثانِيَةً تُشْتَقُّ من الفِعْلِ "سَرَعَ"؟ أحْسَنْتُم "سُرْعَةٌ" وماذا أيْضاً؟ "مُسْرِعٌ". إذاً "سَرَعَ" هُوَ الفِعْلُ الأَصْلِيُّ الّذي اشْتُقَتْ مِنْهُ هذهِ الأَسْماءُ: "أَسْرَعُ"، "سُرْعَةً"، "مُسْرِعٌ" وَكُلُّ كَلِمَةٍ تَحْمِلُ مَعْنًى مُخْتَلِفاً. (تكتب الكلمات المشتقّة على شبكة كما سبق)

	ماذا نَسْتَنْتِجُ؟ كُلُّ فِعْلٍ يَشْتَقُّ مِنْهُ الكَثيرُ من الأسْماءِ، وَلِكُلِّ اسْمٍ مُشْتَقٍّ معنًى يَخْتَلِفُ عن غَيْرِهِ مِنَ الأَسْماءِ المُشْتَقَةِ يُحَدَّدُ بِالعَوْدَةِ الى سِياقِ الكَلامِ. مِثالٌ: "رَسَمَ"/"رَسَّامٌ"/"مَرْسومٌ"... تُدَوِّنُ المُعَلِّمَةُ القاعِدَةَ على اللَّوْحِ أمامَ المُتَعَلِّمينَ. ج-التَّطبيق الفاعل: والآن فَلْيَضَعُ كُلٌّ مِنْكُم وَرَقَةً أمامَهُ، وَيُدَوِّنُ عليها فِعلاً مع أسماءٍ مُشْتَقَّةٍ مِنْ هذا الفِعْلِ. د-الرّبط:اليوم وكلّ يوم أصْبَحْنا قادرينَ على التّمييزِ بينَ الفِعْلِ الأَصْلِيّ، والأَسْماءِ المُشْتَقَّةِ مِنْهُ عِنْدَ قِراءَةِ أيِّ نَصٍّ، قِصّةٍ، إعْلانٍ... في المَدْرَسَةِ، المَنْزِلِ، المَكْتَبَةِ. كما أصْبَحْنا قادِرينَ على اسْتِخْدامِ أيِّ فِعْلٍ، وَمُشْتَقاتِهِ في الكِتابَةِ مع القُدْرَةِ على مَعْرِفَةِ مَعْنَى كُلّ كَلِمَةٍ مُشْتَقَّةٍ بِحَسَبِ سِياقِ الكَلامِ.	
العمل المستقل (قراءة أو كتابة)	حلّ رقم -2- صفحة -4- وَ رقم -2- صفحة -19- طبعاً بعدَ شرحِ المطلوبِ في كلِّ سُؤالٍ.	20 د.
العمل الموجّه (في مجموعة)	تَتَجَوَّلُ المُعلِّمَةُ بينَ المُتَعَلِّمينَ كي تُراقِبَ سَيْرَ العَمَلِ،كما تُقَدِّمُ الدَّعْمَ،والمُساعَدَةَ للمُتَعَلِّمين المُتَعَثِّرينَ من خلالِ تَنْفيذِ اللِّقاءِ المُوَجَّهِ معهُم.	
وقت المشاركة (التّفكّر)	تصحيح التّمارين.	5 د.

List of Selected Private Schools for National Assessment Tools Pilot

#	Governorate	CERD_ID	School name EN	Second Language of Instruction
1	Beirut	7003	Sagesse - Achrafieh	French
2	Beirut	7122	Al Bayader	English
3	Beirut	7257	Rosaire - Beit Mery	French
4	Beirut	7350	Nouvelle Freres	French-English
5	Beirut	7389	Notre Dame de Lourdes - Sainte Famille Maronite	French
6	Beirut	7414	Lebanon Science and Education School (LSES)	English
7	Mount Lebanon	7472	Saint Joseph School - Cornet Chehwan	English
8	Mount Lebanon	7508	Louise Wegmann - Bchamoun	French
9	Mount Lebanon	7534	Shouf National College	French-English
10	North Lebanon	7588	Zahraa	French
11	Akkar	7659	Annahda	French
12	Bekaa	7756	Ahlia School Qabelias	English
13	South Lebanon	7983	Al Ghadir School	French-English
14	North Lebanon	8491	Azm Educational Campus	French-English
15	South Lebanon	8627	Assiraj	English

HICD Breakdown - CERD

Task		Breakdown
Internal Preparations before engaging with CERD		
1	HICD Implementation Modality	Read relevant documents to better understand the modality of HICD and HICD implementation process in order to customize the intervention design to CERD accordingly.
2	Meetings with International HICD Specialist	• Prepare for the meetings with International HICD Specialist. • Set the topics that need to be discussed. • Document review (reading documents provided by the International HICD Specialist) and sharing feedback on the document reviewed. • Write minutes of meeting.
3	Desk review & Legal Framework	• Read relevant documents (previous strategies developed, assessment conducted, Interaction with other donors, etc.) and laws (Decrees, Decision, etc.) pertaining to CERD. • Based on the desk review, generate a list of findings.
4	Map Process based on Legal Framework	Develop two documents describing CERD Process Mapping based on laws: • The 1st Mapping describe the authority/responsibility of each part in the process and the workflow by entity. • The 2nd Mapping describe the process by outcome.
5	Draft 9 Maps for CERD Processes to be used as Assumption during HICD Implementation	• Research Process Maps (3): National Assessment, Research Studies, and statistics • Training Process Map • Curriculum Process Map • Publications Process Maps (3): Textbook Printing, Marketing Materials and Publishing Educational Activities • Educational Sector Strategy Process Map Discuss the drafted maps and validate them with QITABI2 team members and update accordingly.
Engagement with CERD		
6	Meeting with CERD President	• Prepare a presentation for CERD President about HICD methodology and modality of implementation with CERD. • Conduct three meetings with CERD President. • Ensure the commitment of CERD in the implementation of HICD • Assign a Focal Point for HICD at CERD

7	Meeting with USAID	• Prepare a presentation for USAID about HICD methodology and modality of implementation. • Conduct the meeting with USAID.
8	Meetings with HICD Focal Point at CERD	• Prepare for meetings with HICD focal point at CERD to discuss HICD process, documents needed for effective HICD Implementation, and next steps. • Conduct the meetings.
9	Introduction document pertaining to HICD	• Prepare an introductory document about HICD. The document aims at clarifying the HICD Framework and unifying the understanding among CERD staff. • Translating the document to Arabic.
10	HICD Awareness session for CERD Bureaus' heads	• Prepare a presentation for the HICD Awareness session for CERD Bureaus' Heads. • Conduct the Awareness session • Distribute the Introductory document on HICD to CERD staff (Senior and Junior)
HICD Implementation		
11	HICD Questionnaires	• Develop an HICD questionnaire "exhaustive list of questions". • In addition, develop a customized questionnaire for each Bureau/Unit at CERD, totaling 9 questionnaires. ➢ President ➢ Primary Processes Bureau (4) ▪ Educational Research Bureau ▪ Pre-Service and In-Service Training Bureau ▪ Educational Installations and Material Support Bureau ▪ Joint Academic Departments ➢ Support Processes Units (4) ▪ Human Resources Unit ▪ Information Communication Technology (ICT) Unit ▪ Quality Control Unit ▪ Media and Public Relations Unit Each questionnaire is composed of questions pertaining the management process of CERD, the primary process that the Bureau/Unit is responsible for, and the support process and collaboration with other Bureau/Units.
12	Focus Group Guide	• Prepare a focus group guide to be used in the focus group with Junior staff at the Educational Research Bureau

13	First Interview with the Head of the Educational Research Bureau	• Prepare for the first interview of the Head of the Educational Research Bureau. • Conduct the first interview with the Head of the Educational Research Bureau.
14	HICD Workshop(s) for CERD's Educational Research Bureau	• Design the workshop & methodology of data collection (Agenda, Coordination meetings with CERD Focal Point, Subject-matter experts, etc.) • Prepare a presentation • Prepare tools and templates • Prepare logistics • Facilitate the workshop • Take notes • Modify the maps according to the input of the Educational Research Bureau Team.
15	Focus Group with junior staff at the Educational Research Bureau	• Prepare for the focus group with junior staff at the Educational Research Bureau. • Conduct the focus group with junior staff at the Educational Research Bureau.
16	Second Interview with the Head of the Educational Research Bureau	• Prepare for the second interview of the Head of the Educational Research Bureau. • Conduct the second interview with the Head of the Educational Research Bureau.
17	Draft the Interview(s)/ Workshop(s)/ Focus Group Reports	• Analyze the interview(s), workshop(s) and focus group notes • Conclude Findings and Problems discussed during the workshops and suggested Improvement Opportunities • Develop the "Amended" or the "New" Cross-Functional Map(s) • Identify beneficiaries of the Educational Research Bureau services • Set indicators for these services • Write the report • Design the report
18	Draft the HICD Report	• Develop an HICD Report Template • Consolidate the previous reports of the interview(s), workshop(s) and focus group • Write the report including the Performance Improvement Action Plan (PIAP)
18	Presentation for CERD Management	• Findings of the HICD Process for the Educational Research Bureau • PIAP • Identify Priority Areas that needs to be addressed • Finalize the report and share it with CERD

Interview Guide for the Head of CERD's Educational Research Bureau

Introduction

Mention the purpose of the interview regarding the HICD project.

Reinforce the idea underlying assumption of HICD, which is the need for active engagement of the staff in the organization to identify improvement opportunities.

Mention that most likely, we will have to ask for other interviews with him/her to complete the topics and or corroborate some of the findings of this process.

Management Processes

Major Accomplishments and Key Challenges

1. From your perspective, what have been the main accomplishments and challenges that CERD has achieved and faced in the last two years?
2. From your perspective, what have been the main accomplishments of your Bureau, and what are the main challenges faced?

Governance

1. Do you participate in meetings with other directors of MEHE?
2. Do you have any information about how the consultative commission (الهيئة الاستشاريّة) works? Or impacts your work?
3. Can you please indicate how often CERD President meets with the Minister of Education?
4. When was the last time the board of specialists was established and working within CERD?
5. From your perspective, does the work of the board of specialists (مجلس الاخصائيين) impact and support CERD management?

Performance Planning

National Educational Sector Strategy

1. Is the National Educational Sector Strategy part of the annual work plan that CERD must develop?
2. Who is involved in the development of the National Educational Sector Strategy?
3. What is the role of your Bureau in setting the educational plan, and then in evaluating it?
4. Who approves the National Educational Sector Strategy?
5. When was the last time that National Educational Sector Strategy have been developed?
6. What has been the level of accomplishment in the previous years?
7. What type of indicators has been created and tracked in this respect?
8. How is the educational plan evaluated?

Strategic Planning

1. From your perspective, the workshops and the development of CERD's strategic plan, was a useful exercise?
   - Are you familiar with:
     - CERD's strategic objectives? Mission and Vision?
   - Yes, no, could you elaborate?
2. Was CERD's Strategic Objectives/Vision useful for your organizational unit in establishing your annual objectives/plans?
   - Could you elaborate on that?
3. From your perspective, what does CERD in general, and your Bureau in particular, need to do in the next 2 to 3 years to accomplish those strategic objectives?

Annual Work Plan

1. We understand that by law, CERD needs to develop and deliver an annual work plan to the Minister of Education.
   a. How is the work plan drafted?
   b. Is the annual work plan in line with the National Educational Sector Strategy?
   c. How do different CERD bureaus participate in the annual work plan? How does your bureau participate?

   d. Who or which bureau is responsible for compiling the work plan?
   e. How often do you meet with the President and with your peers to review the overall status of implementing the plan?
   f. Does the plan have milestones/indicators to track its implementation? Can you list key achievements based on indicators that were met last year?
2. What is your involvement in the development of the Annual Work Plan? Do you have an annual work plan for your bureau?
3. Who within your organization participates in the development of the Annual Work Plan?
   a. Who within your bureau participates in the development of the document?
4. In what way do you use this document to manage your Bureau?
   a. How often do you meet with your staff to review the implementation status of the plan?
   b. Are all the employees working within your bureau aware of the Annual work plan?
5. Given that by mandates, CERD's annual work plan needs to be approved by the board of specialists, how is this requirement fulfilled in the absence of the board of specialists? And to receive the Minister's endorsement, how is this requirement fulfilled?

Budget Development

1. What is the development process for CERD's annual budget?
2. Do you feel CERD is appropriately budgeted?
3. What is the level of involvement of the heads of the Bureaus in this process?
4. How is the budget of your bureau developed?
5. What are the considerations you weigh when developing your budget?
6. How is CERD budget being reviewed with MEHE?
7. What is the process followed in cases where there are competing requirements from the different areas of CERD?
8. Are the external funds integrated into CERD's annual budget?
   - Yes, no, how then are the funds disbursed?

Ongoing Revenue Activities

1. What have been the sources of ongoing revenue for CERD besides selling books? If any.
2. Are there any other opportunities to improve the incoming revenue for CERD?
3. Which bureaus, besides yours, are involved in other ongoing revenue activities?

4. Are there any other opportunities/products/services to improve the incoming revenue for CERD?
5. Do you know what percentage of CERD financial needs are covered by the revenues generated from selling books?

Performance Monitoring

Management Review Meetings with CERD President

1. How often do you meet with CERD president?
2. Is it a general meeting with President and other Bureau Heads? Or One on One meeting?
3. Are there procedures you follow during those meetings and used for monitoring agreed actions?
4. What topics are covered?
5. Are there any recurring items on the agenda on those meetings?
6. Do you review with CERD president the status of your main responsibilities-services, e.g., Research Projects regularly?
    a. Do you set and track indicators for major milestones?

Meetings with other Heads of Bureaus and staff (from other bureaus)

1. How often do you meet with other Heads of Bureaus?
2. Which Bureau(s) do you coordinate with the most? Or have common projects?
3. Do these meetings happen on a regular basis?
4. Are there procedures you follow during those meetings and used for monitoring agreed actions?
5. What topics are covered?
6. Are there any recurring items on the agenda for those meetings?
7. Do you review the status of the main responsibilities-services of the common projects you have with the other Head(s)?

Meetings with Subordinates

1. How often do you meet with your subordinates (Unit Heads) as a group? Or Individually?

2. Do these meetings happen enough?
3. Are there procedures you follow during those meetings and used for monitoring agreed actions?
4. What topics are covered?
5. Are there any recurring items on the agenda for those meetings?
6. Do you review the status of the main responsibilities-services, e.g., Research Projects in these meetings?
    a. Do you set and track Indicators for major milestones?

Management of External Funded Projects

1. In what external projects your organization is directly or indirectly involved? What is the process by which the different bureaus of CERD get assigned to external projects? E.g., S2R2, QITABI2
2. Do you get involved in the management of externally funded projects?
3. From your perspective, has your Bureau been able to deal with all the external projects that CERD is involved in?
4. What are the projects that impacted your work? And what was the impact?
5. What are the main challenges you face when implementing external projects?
6. From your perspective is there an overlap between S2R2, QITABI-2, UNICEF, and/or any other project?
7. What are the common areas where the projects overlap? If any.
8. Who's responsible for coordinating all the projects' interventions in CERD? At your Bureau?
9. On what basis is the distribution of roles and responsibilities being done between CERD and the external parties that are implementing joint projects with CERD?
10. Which factors affect this distribution?
11. Are you concerned with the number of external projects CERD has to manage? Why?
12. From your perspective, is there a synergistic opportunity in the execution of the key responsibility of Research Projects with current external projects in which CERD is engaged? Can you elaborate and give examples?
13. Is there a potential interference تضارب وتشويش in the execution of this primary process with current external projects in which CERD is engaged?

Primary Process

Main Responsibilities-Services

1. Your Bureau is responsible for key services that CERD delivers to its constituents. Can we go over each of them?
   - What are your key processes?

Research Services / Studies

2. What type of research services, such as studies and reports, your Bureau is responsible for conducting?
3. Are these requests repetitive in nature?
   - Could you mention an example of such requests?
4. How do you receive requests for conducting research?
   - From whom?
5. Who are the main beneficiaries of these services?
   - Do the main beneficiaries of these services specify clearly their expectations?
     - Yes, No--Please elaborate?
6. Are there research services your bureau does on a regular basis? What are they, can you elaborate?
   - Are there research services requested from external stakeholders? From whom? How often? Examples?

Educational Statistics

1. What type of research statistics your Bureau is responsible for conducting?
2. Are these requests repetitive in nature?
   - Could you mention an example of such requests?
3. How do you receive these types of requests?
   - From whom?
4. Who are the main beneficiaries of these services?
   - Do the main beneficiaries of these services specify clearly their expectations?
     - Yes No, --Please elaborate?
     - If no, how then do you know if your beneficiaries are satisfied?

5. Are there Educational Statistics requested from external stakeholders? From whom? How often? Examples?

National Assessment

1. How do you envisage to incorporate the National Assessment Framework within your assessment system?
2. Will this National Assessment be developed to assess the current curriculum or to assess the new curriculum?
3. What kind of resources do you need to implement such kind of assessment?
4. What impact would this assessment have on amending current CERD strategy and services (Curriculum, training, research, etc.…?)?
5. What impact will this assessment have on planning future CERD activities

Description of Process at a macro level

1. Could you describe in general terms what the steps that your organization follows to deliver these types of research projects are?
2. Can you please elaborate on the interaction with other bureaus while conducting research?
3. With whom are the results of research shared (internally and externally)?
4. What is the impact of research on other CERD bureaus/activities?
5. Is there a manual or a procedure that is followed within your organization to conduct these services? And within your bureau?
6. Is this manual or procedure being followed systematically?
7. Are the tasks clearly defined in this manual procedure?
8. With whom in your organization we should talk to get a more detailed picture of how the work is done?

Internal & External Support Required

1. What type of support do you need from other bureaus to conduct these research projects?
2. What is your satisfaction level with the support received from other bureaus? What are you expecting from other bureaus to perform your jobs better?
3. What type of external support do you need to deliver these research projects?

Measurement of Satisfaction

1. How do you know if you satisfy the expectations of the beneficiaries or users of these research (studies, statistics, national assessment) projects?
2. What measures or indicators do you use?
3. What non-tangible measures or indicators do you use?
4. From your perspective, would it be useful to focus on developing indicators to assess the satisfaction level of the beneficiaries of your service? Please elaborate?

Improvement Opportunities

1. If you are able, what things would you change in the way the work is currently done?
   a. Work Procedures?
   b. Computer tools?
   c. Learning from other countries?
   d. Training of your staff?
   e. Cooperation with other Bureaus?
2. How long do you think it would take to implement these changes?

Research Services - MEHE Interface (Educational Institutions Inter-Ministerial Collaboration)

1. What is the process by which MEHE communicates its research needs/requests to CERD?
   - Is there a formal mechanism by which CERD knows if MEHE's needs/requests for research projects have been fulfilled?
   - Do you have formal meetings to identify and clarify MEHE's expectations before a research project is initiated?
   - Are you satisfied with the clarity of research needs/requests from MEHE?
   - Do you set your own research and study topics, or do you implement research based on different stakeholders' needs and requests?
2. What is the process to develop an educational plan?
   - What type of procedures and research calls for the elimination of specific schools / educational institutions?
   - What is the process to establish a new educational institution?
3. What are the key areas in which inter-ministerial collaboration is needed?

Research Services - Human Resources

From a managerial perspective.

1. From your perspective, do you believe the people reporting to you (Unit Heads) have:
   a. Received Clear Job Expectations? Received guidance of what is expected of them?
   b. Received frequent feedback about the adequacy of their performance?
   c. Appropriate Skills and Knowledge?
   d. Availability of tools, e.g., computer systems?
2. Are you satisfied with the cooperation level (formal and informal) among the unit heads?
   a. Do you intervene to solve cooperation issues among them? Elaborate?
3. How do you rate your perception of the management capabilities of the Unit Heads at your bureau??
   a. How often do you need to deal with complaints from their subordinates?
4. When you have an opening for a Unit Head position, what is the process to select her/his replacement?
5. Currently, Which Units do not have a unit head?

Unit Head management

1. From your perspective, do you believe the people reporting to Unit Heads have:
   e. Clear Job Expectations, e.g., written job descriptions? Are they appropriate? Are they communicated?
   f. Appropriate Skills and Knowledge?
   g. Availability of tools, e.g., technology / computer systems?
   h. Do they get appropriate and timely feedback about the adequacy of their performance?

Support Process

Human Resources General Practices

Now I would like to ask you a set of general questions regarding Human Resources practices and how these practices impact your Bureau

1. In general, how satisfied are you with the services the Human Resources Unit provides? Please elaborate on potential changes in this area, or suggested improvements.
2. When you have an opening, what are the steps you follow to hire her / his replacement?
3. Do you follow the apprentice process within your Bureau?
4. When you have a promotion opportunity, what are the steps you follow?
5. What are the human resources policies you must follow?
6. What is the induction process for new hires in your Bureau?
7. What are the practices for the training and development of the employees' capacities in your Bureau?
8. I understand that there is no formal performance appraisal process at CERD. How do you share appraisal?
9. How do you recognize good performers? and how does this affect their employment status? What incentives do employees have at your bureau? Please elaborate?
10. Does CERD have a formal process to assess employees' morale? If not—do you have your method for your Bureau? And what process is followed to improve morale and enhance the well-being environment for employees? Please elaborate.
11. What kind of improvements are needed to guarantee better organizational performance?

Communications Unit

Now I would like to ask you a question regarding the communications unit and how it impacts your Bureau

1. In general, how satisfied are you with the services the Communication Unit provides to your Bureau? Please elaborate on potential changes in this area.
2. Do you have suggestions that can enhance the visibility of CERD's work?
3. Do you have suggestions that can enhance the visibility of your Bureau's Work-Internally? Externally?

Quality Assurance Unit

Now I would like to ask you a set of general question regarding the quality assurance unit and how it impacts your Bureau

1. In general, how satisfied are you with the services the Quality Assurance Unit provides to your Bureau?
   a. Please elaborate on potential changes in this area that can serve to assess your services and enhance its quality
2. Are there quality assurance tools you use to monitor the projects' progress?

Information Communication Technology Unit

Now I would like to ask you a question regarding the Information Communication Technology Unit and how it impacts your Bureau

1. In general, how satisfied are you with the services the Information Communication Technology Unit provides to your Bureau? Please elaborate on potential changes in this area.

Fundraising (not Grants from Foreign Governments)

1. Does your Bureau get involved with Fundraising activities for CERD? If yes, please elaborate.
   a. If not, do you think it is possible to get additional funds and design fundraising campaigns for private donors? Please elaborate with suggestions to enhance fundraising.
   b. Are there services that your bureau offer that generates funds to CERD? What are they?

Services Provided to the Private and Public and Sectors

Does your Bureau get involved with providing Services to the private and public sectors? If yes, please elaborate. If not, do you think it is possible to offer services to the private sector? Please elaborate.

N.B. As the HICD approach is very dynamic, follow-up questions are being asked depending on the data already collected and the interaction with the interviewees.

Focus Group Guide for CERD Junior Staff – Educational Research Bureau

Introduction

Mention the purpose of the focus group regarding the HICD project.

Reinforce the idea underlying assumption of HICD, which is the need for active engagement of the staff in the organization to identify improvement opportunities.

Mention that most likely, we will have to ask for other focus group/interview with them to complete the topics and/or corroborate some of the findings of this process.

Major Accomplishments and Key Challenges

1. From your perspective, what have been the main accomplishments and challenges that CERD has achieved and faced in the last two years?
2. What have been the main accomplishments that you were able to achieve, and what are the main challenges you faced?

Strategic Planning

1. Do you know if there is a strategic plan at CERD?
2. Did you participate in the development of the strategic plan?
3. What was your involvement in the development of the strategic plan?

Monitoring System

1. Do you set indicators to monitor your activities and deliverables?
2. Do you have tools to measure the indicators?
3. What reporting mechanism/s do you use to report on your activities and deliverables based on the sat indicators?
4. How does this reporting mechanism/s help you in taking measures to improve your activities and deliverables?

Annual Work Plan

1. Are you involved in the development of the Annual Work Plan?
2. What is your involvement?

Meetings with supervisor, colleagues, and staff from other Units/Bureaus

1. How often do you meet with your supervisor?
2. Is it a general meeting with your supervisor and other staff? Or One on One meeting?
3. How often do you meet with colleagues within your Unit/Bureau?
4. Which Unit(s)/Bureau(s) do you coordinate with the most? Or have common projects?
5. Do these meetings happen on a regular basis?
6. What topics are covered?

7. Are there any recurring items on the agendas of those meetings?
8. Do you review in these meetings the status of your main responsibilities-tasks?
9. Are there procedures you follow during those meetings and used for monitoring agreed actions?
10. Do you set and track indicators for major milestones?

External Funded Projects

1. In what external projects are you directly or indirectly involved?
2. From your perspective, has your Unit/Bureau been able to deal with all the external projects that CERD is involved in?
3. What are the main challenges you face when implementing external projects?

Description of tasks at a macro level

1. Can you please elaborate on the interaction with other Units/Bureaus while conducting your tasks?
2. Is there a manual or a procedure that is followed within your Unit to conduct your tasks? And within your bureau? Are the tasks clearly defined in this procedure manual?
3. Is this manual or procedure followed systematically?

Measurement of Satisfaction

1. How do you know if you satisfy the expectations of the beneficiaries or users of your services?
2. What measures or indicators do you use?
3. What non-tangible measures or indicators do you use?
4. From your perspective, would it be useful to focus on developing indicators to assess the satisfaction level of the beneficiaries of your service? Please elaborate?
5. Who are the main beneficiaries of your Unit's/Bureau's services?
    - Do the main beneficiaries of these services specify clearly their expectations?
        i. Yes No, --Please elaborate?
        ii. If no, how then do you know if your beneficiaries are satisfied?

Internal & External Support Required

1. What type of support do you need from other Units/Bureaus to conduct your tasks better?
2. What is your satisfaction level with the support received from other Units/Bureaus? What are you expecting from other Units/Bureaus to perform your tasks better?
3. What type of external support do you need to deliver your tasks?

Improvement Opportunities

1. If you are able, what things would you change in the way the work is currently done?
   a. Work Procedures?
   b. Computer tools?
   c. Learning from other countries?
   d. Training?
   e. Cooperation with other Units/Bureaus?
2. How long do you think it would take to implement these changes?

Human Resources

1. From your perspective, do you:
   a. Have clear Job Expectations? Guidance of what is expected from you?
   b. Receive frequent feedback about the adequacy of your performance?
   c. Have appropriate Skills and Knowledge?
   d. Have availability of tools, e.g., computer systems?
2. Are you satisfied with the cooperation level (formal and informal) among your colleagues?
3. Are you satisfied with the cooperation level (formal and informal) with colleagues from other Units/Bureaus?

Technology support for CERD Research Bureau processes

School Data and statistics (Case Software) and school data collection system

1. Is there better technology infrastructure needed to improve the performance and data capturing done through CASE? Please elaborate
2. What is exactly needed for the SQL software? And Who will use it and/or benefit from it?

In terms of data collection process, it was noted that there is a need for:

- IPADS
- Training on performing data collection

1. Which Unit under the Bureau would perform data collection?
2. What is the number of staff at that Unit that can go to schools and perform that task?
3. How can the Research Bureau sustainably perform that task? Please elaborate.
4. What kind of surveys you are currently collecting? And how do you suggest improving the work?

In terms of analysis software

1. Please elaborate on what software are you using for analysis, and which Units use that software and for what purpose?
2. Which kind of improvements are needed for data analysis (Licensed SPSS, Advance Training, etc.)?

N.B. As the HICD approach is very dynamic, follow-up questions are being asked depending on the data already collected and the interaction with the interviewees.

2nd Interview Guide for the Head of CERD's Educational Research Bureau

Introduction

Mention the purpose of the interview regarding the HICD project.

Reinforce the idea underlying assumption of HICD, which is the need for active engagement of the staff in the organization to identify improvement opportunities.

Mention that most likely, we will have to ask for other interviews with him/her to complete the topics and or corroborate some of the findings of this process.

Management Processes

Major Accomplishments and Key Challenges

1. From your perspective, what have been the main accomplishments of your Bureau, and what are the main challenges faced?

Accomplishments: implemented 3 studies: Civics, History, and Education Indicators

a) Can we get a copy of those three studies?
b) What is the relationship of the effort of the parallel Curriculum with the efforts of S2R2 in the development of new curricula?
c) Can you please elaborate more about your role with S2R2 project?
d) Software of CERD and MEHE: Why does MEHE try to perform that same task but through a different system?
e) Is there a way that CERD's CASE and MEHE's SIMS synchronize the data together, meaning to validate the data through checking other system's data before posting and dissemination?
f) How well is the "education indicators" study received by external stakeholders and by MEHE?

Management Processes > Performance Planning

1. Are you familiar with the educational sector strategy of 1997?

2. Can we get a copy of this strategy?

Annual Work Plan

1. We understand that by law, CERD needs to develop and deliver an annual work plan to the Minister of Education.
   a) Can you please share a copy of a previous annual plan (the most recent one)?
   b) Can you elaborate if other bureaus in the past developed their annual plans independently? Or as part of the CERD annual work plan?
2. Since the Bureau doesn't have an annual work plan, how do you manage the day-to-day operation? such as studies and reports that the Bureau must produce for internal CERD users and external organizations such as MEHE.
3. Are Heads of Units involved in the development of CERD's annual work plan? Is their participation coordinated with you first?

Management Processes > Performance Planning

Ongoing Revenue Activities

1. Are there any other opportunities/products/services to improve the incoming revenue for CERD?
   a) What type of studies could be offered?
   b) In your opinion, can the Research Bureau deliver those services, if the staff has the know-how and the tools.

Management Processes > Performance Monitoring

Main Responsibilities-Services

1. Your Bureau is responsible for key services that CERD delivers to its constituents. Can we go over each of them?
   - What are your key processes?

   Statistics about different aspects of the educational field such as: are schools qualified for teaching? Are schools well equipped? Are schools equipped with IT?... Based on these statistics, they put indicators, and they develop schools' guide (دليل المدارس)
   a) Can you please elaborate in more details each one of these elements?
   b) For example, the concept of if the schools are qualified for teaching. Is this an inventory of the qualifications/competencies that teachers have in a given school? The same applies for schools well equipped, and equipped with IT.
   c) How is this work related to the services that the buildings Bureau provides?

Internal & External Support Required

1. What type of support do you need from other bureaus to deliver these research projects?
2. What is your satisfaction level with the support received from other bureaus?

3. What type of external support do you need to deliver these research projects?

Primary Process

Research Services / Studies

1. You noted that "Many kinds of research, but they are funded by external projects, not from CERD" Can you please list the projects the past 12 – 18 months conducted by your Bureau or that your staff supported and who the projects were funded by:

Project or research studies (Past 12 – 18 months)	Funded or internal	Research Bureau has a Leading or Support role

1. Can we get a copy of these reports? Are they and all the research studies posted online?
2. What is the role of the unit heads of the Bureau or senior staff in these projects? Do they play a supporting role or an active role in executing those projects?
    a) If they play a supporting role, do they get the benefit of learning from experts hired by the sponsors of these projects?
3. Do you get direct information from these projects, or are you only informed on at ad hoc basis by your subordinates?

Primary Process

Educational Statistics

1. Do you organize a special event to present the data?
2. Do you get follow-up questions regarding the data once the report is published?
3. Do you get informal feedback regarding the quality of the report?
4. Do the main beneficiaries of these services specify clearly their expectations?
    - Yes No, --Please elaborate?
    - If no, how then do you know if your beneficiaries are satisfied?

Measurement of Satisfaction

1. From your perspective, would it be useful to focus on developing indicators to assess the satisfaction level of the beneficiaries of your services? Please elaborate?

2. How do you know if you satisfy the expectations of the beneficiaries or users of these research (studies, statistics, national assessment) projects?

   The satisfaction is known based on the number of requests received from researchers and different education stakeholders

   Why do you consider that having requests is a positive sign regarding the measurement of satisfaction of the beneficiaries?

   - For example, if they systematically receive requests for more detailed data, these may be interpreted as a positive sign in terms of the quality of the report. But also, it could be interpreted that the report is superficial and more detailed data is needed. What do you think is the case?

Human Resources

1. In general, how satisfied are you with the services the Human Resources Unit provides? Please elaborate on potential changes in this area, or suggested improvements.

   The only coordination with the Human Resources Unit is pertaining logistics and paperwork with staff

2. Does the HR coordinate training events for the staff of the Research Bureau? What is the satisfaction level with those services?
3. When you have an opening, what are the steps you follow to hire her / his replacement?
4. Do you follow the apprentice process within your Bureau?
5. When you have a promotion opportunity, what are the steps you follow?
6. What is the induction process for new hires in your Bureau?
7. What are the practices for the training and development of the employees in your Bureau?
8. I understand that there is no formal performance appraisal process CERD. If this is correct, how do you recognize good performers?
9. Does CERD have a formal process to assess employee morale? If not—do you have your method for your Bureau? Please elaborate

Communications Unit

In general, how satisfied are you with the services the Communication Unit provides to your Bureau? Please elaborate on potential changes in this area.

The only communication with the Communication Unit is for printing the researches conducted by the research Bureau

1. What is the satisfaction level with that service?
2. Does the communication unit offer ideas of how to better present those reports?
3. Does the communication unit deliver printing services on time?

Support Process—Quality Unit

1. What type of services you would like to have in the future provided by the Quality Assurance Unit at CERD?

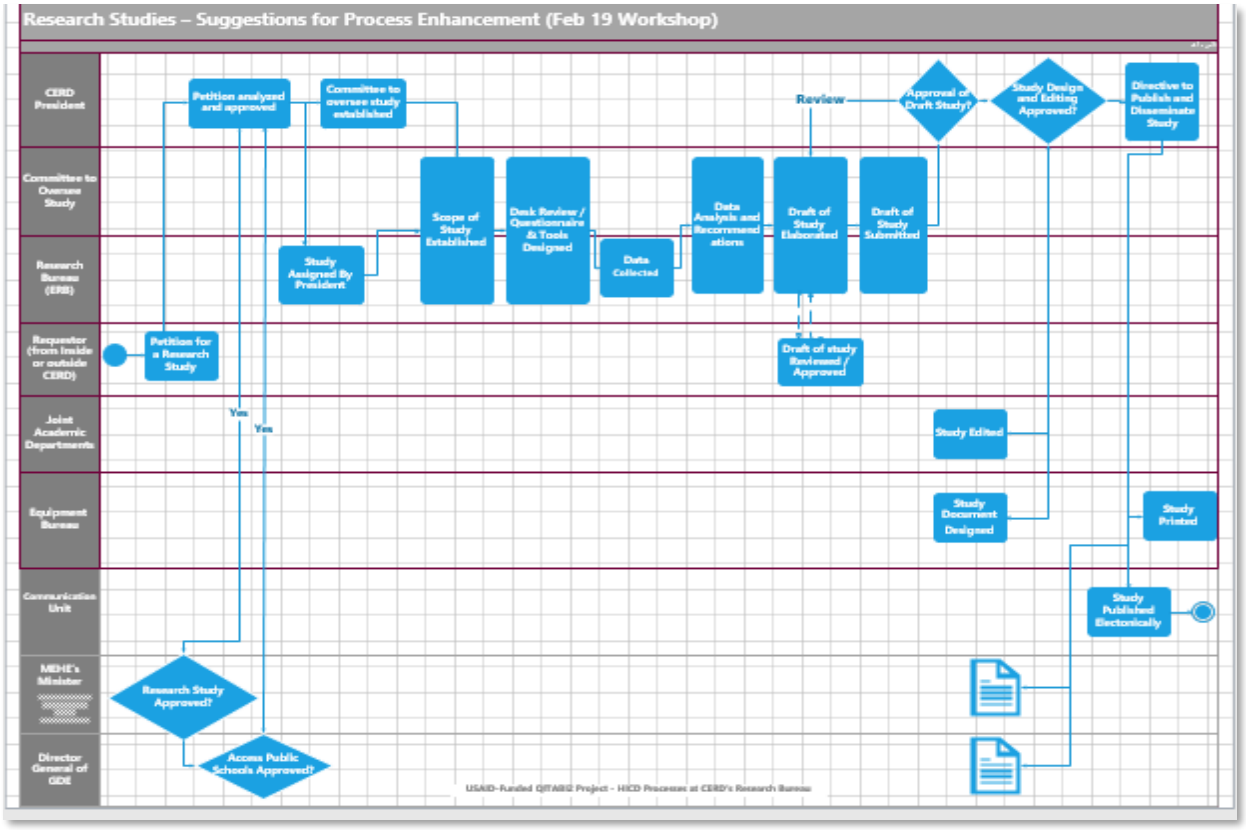
Support Process—Information Technology Unit

1. In general, how satisfied are you with the services the information communication Technology Unit provides to your Bureau? Please elaborate on potential changes for this area.

   N.B. As the HICD approach is very dynamic, follow-up questions are being asked depending on the data already collected and the interaction with the interviewees.

QITABI 2

Outcome 3 HICD Process for CERD - Research Bureau



Cross Functional Process Map for the Research Studies Process

BACKGROUND

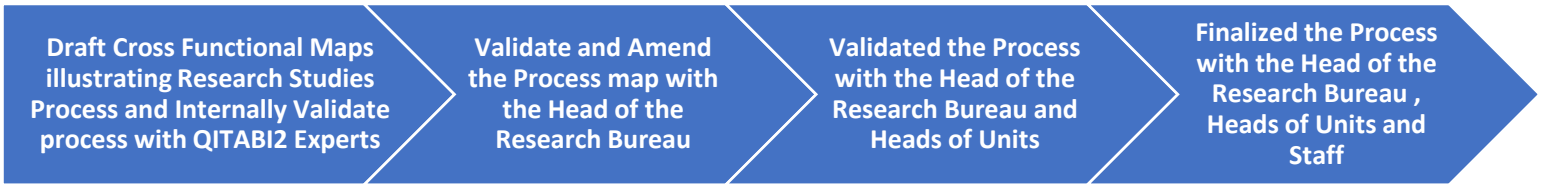
In preparation for the HICD process, the QITABI 2 Outcome 3 system strengthening team developed cross functional maps for the primary processes at CERD Research Bureau. The team is led by the institutional capacity development specialist, and the development was implemented in-coordination with QITABI 2 international HICD expert. The team based their development on the legal framework and the previous experience with QITABI. After developing the maps, the team validated the maps with the internal experts at QITABI, who had previous work experience implementing activities in collaboration with CERD.

Once the HICD process was initiated at CERD Research Bureau, the team amended the process maps based on input from the Head of the Research Bureau, then validated and finalized the improved process maps in a workshop with the Head of the Research Bureau and Heads of Units.

Phases of Developing the Process Maps

The mapping of processes is composed of four phases executed by the QITABI 2 Outcome 3 team:

- Drafted the Process maps, based on the legal framework and the previous experience of QITABI. The maps were internally validated with QITABI 2 experts
- Validated and amended the Process maps with the Head of the Bureau
- Validated the Process with the Head of the Research Bureau and Heads of Units
- Finalized the Process with the Head of the Research Bureau, Heads of Units and Junior Staff



Phases of Developing and Finalizing the Cross-Functional Process Map

Mapping the Improved **Research Studies** Process

Initiating the Process

The requestor of the research study is from inside or outside CERD. The requestor sends the request or petition to CERD's President.

The President reviews the petition/request.

If the Study is above 30 million LBP, then the Minister's approval is needed for proceeding, in that case, CERD's President sends the Study to Minister of Education.

MEHE's Minister reviews the request. The Minister shares his approval of the Study with MEHE's Director General.

CERD's President sends a letter to the Director General to facilitate access to Public schools.

MEHE's Director General sends a letter to public schools' principals to facilitate access to their schools and to support as needed CERD in collecting data for the Study.

Implementation of the Study

CERD President assigns the Study to the Research Bureau, and the President forms a Committee to oversee the implementation of the Research Study.

The Committee and Research Bureau closely collaborate. They define the Scope/Plan of the Study, then initiate a Desk Review and the design of the Study tools.

The research Bureau collects relevant data that feeds into the Study.

The Committee and the Research Bureau collaborate on the following steps:

- Perform Data Analysis and develop a set of recommendations
- Elaborate a Draft Report of the Study, in collaboration with the requestor of the Study
- Submit the Draft study to the President of CERD

Disseminating the Study

CERD's President reviews the Study and needed revisions are made until the report is approved.

CERD's President sends the Study Report to the Joint Academics Department for editing and proofreading. Additionally, CERD's President sends the Study Report to the Equipment Bureau for layout and design.

CERD's President approves the proofreading and approves the design and layout.

- The Study Report is sent to the Communication Unit to Disseminate via CERD's Website and social media.
- The Study Report is sent to the equipment Bureau for printing

The Study Report is shared with MEHE's Minister and Director General and with stakeholders.

The Research Study process is complete.

The Validated Current Research Studies Process map

The key differences between the Current Research Study process and the Improved Research Study process are:

- In general, the requestor of the Research Studies is an external stakeholder/project
- The President forms a Research Study Committee and a Research Bureau member is part of the Committee pending the type of the Study
- The Committee leads the implementation of the Study

- The Research Bureau provides support in the data collection phase rather than lead the design, the analysis, and the whole process
- Except for data collection all the steps were led by the Committee
- The Committee drafts the report in coordination with the external stakeholder
- The Committee revises the report until it receives CERD's President approves

The current process follows the path drafted in the Improved process. However, the Committee leads the execution of the Study instead of the Research Bureau leading it. Primarily, the Research Bureau has a technical support role. Additionally, in the Current process, CERD is implementing Research studies requested from external sources rather than implementing internal research studies requested by the Research Bureau and or planned by CERD.

Research Studies Process Developed at QITABI 2

QITABI 2 Outcome 3 System Institutionalization team drafted the cross-functional maps to depict the Research Study process. To develop the first assumption of the process maps, the QITABI 2 team incorporated input from CERD staff during informal interviews and internal validation with QITABI 2 experts.

Check the attached Annexes 9.1, 9.2 and 9.3 for the Cross Functional Maps.

Research Studies Improved Process – QITABI 2 / February 19, 2020

المرحلة

CERD President

Committee to Oversee Study

Research Bureau (ERB)

Requestor (from Inside or outside CERD)

Joint Academic Departments

Equipment Bureau

Communication Unit

MEHE's Minister
Cost of Study is more than 30 million Lebanese Lira?

Director General of GDE

Petition for a Research Study

Petition analyzed and approved

Committee to oversee study established

Study Assigned By President

Scope of Study Established

Desk Review / Questionnaire & Tools Designed

Data Collected

Data Analysis and Recommend ations

Draft of Study Elaborated

Review

Draft of study Reviewed / Approved

Draft of Study Submitted

Approval of Draft Study

Study Design and Editing Approved

Directive to Publish and Disseminate Study

Study Edited

Study Document Designed

Study Printed

Study Published Electonically

Yes

Yes

Research Study Approved

Access Public Schools Approved

Research Studies Current Validated Process – QITABI 2 / February 19, 2020

المرحلة

CERD President

Committee to Oversee Study

Research Bureau (ERB)

Requestor (from Inside or outside CERD)

Joint Academic Departments

Equipment Bureau

Communication Unit

MEHE's Minister

Cost of Study is more than 30 million Lebanese Lira?

Director General of GDE

Petition for a Research Study

Petition analyzed and approved

Committee to oversee study established

Research Study Focal Point Appointed. Researcher and Assistant Appointed

Scope of Study Established

Technical Support Provided

Desk Review / Questionnaire & Tools Designed

Data Collected

Review

Draft of Study Elaborated

Draft of study Reviewed / Approved

Draft of Study Submitted

Approval of Draft Study

Focal Point

Document Design and Editing Approved

Directive to Publish and Disseminate Study

Study Edited

Study Document Designed

Study Printed

Study Published Electonically

Yes

Yes

Research Study Approved

Approval to Access Public Schools

Research Studies Developed by QITABI 2 / December 4, 2019

Phase

CERD President

Committee to Oversee Study

ERB

QITABI Educational Research Expert

Requestor

External Stakeholders / CERD's Organizational Units

CERD's Communications Unit

MEHE Minister

Educational Sector Strategy

Petition Analyzed and Authorized

Committee to Oversee Study Established

Scope of Study Established

Desk Review Conducted / Questionnaire Elaborated

Data Collected

Draft of Study Elaborated

Draft of Study Submmitted

Review

CERD's President Approval ?

Study Shared

Directive to Publish Report Sent

Support

Support

Support

Petition for a Research Study Sent

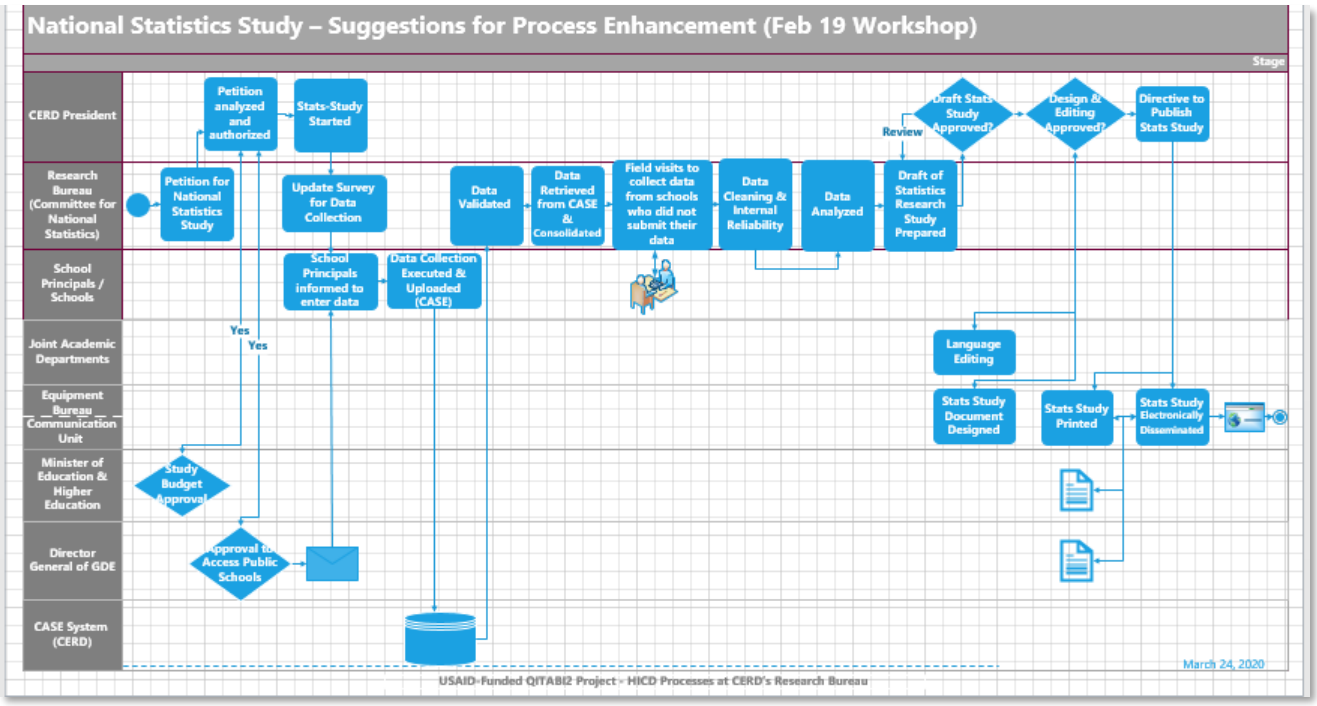
Draft of Study Reviewed / Approved

Support

Study Printed and Published Electronically

QITABI 2

Outcome 3 HICD Process for CERD - Research Bureau



Cross Functional Map for the final National Educational Sector Statistics Process

BACKGROUND

In preparation for the HICD process, the QITABI 2 Outcome 3 system strengthening team developed cross functional maps for the primary processes at CERD Research Bureau. The team is led by the institutional capacity development specialist, and the development was implemented in-coordination with QITABI 2 international HICD expert. The team based their development on the legal framework and the previous experience with QITABI. After developing the maps, the team validated the maps with the internal experts at QITABI, who had previous work experience implementing activities with CERD.

Once the HICD Process for CERD was launched, the QITABI 2 Outcome 3 system strengthening team interviewed the Head of the Research Bureau and amended the maps based on input from the Bureau's Head. Then, the team validated the process maps and produced the improved process maps in a Workshop with the Head of the Research Bureau and Heads of the Units.

At the Workshop, the QITABI 2 assisted the Research Bureau team to collectively and technically examine the Process and to share their input and experiences on implementing this critical

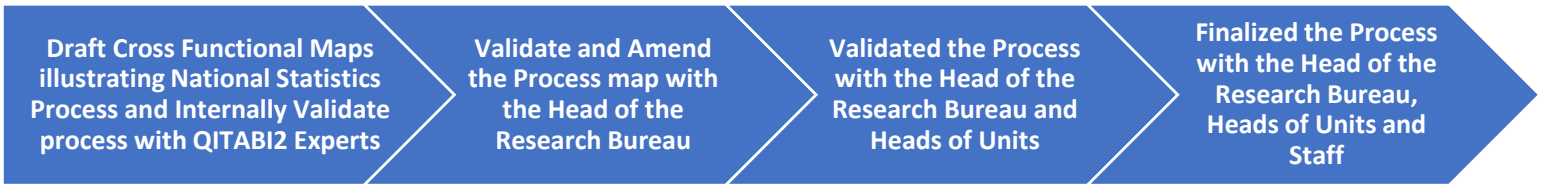
national Process and to collectively pencil in the tasks through each step, while identifying the beneficiaries and the indicators. During the Workshop, the QITABI 2 team presented and extensively discussed the National Educational Sector Statistics cross functional Process maps that the team had developed.

The workshop discussions were enriched by the visualized processes developed by QITABI 2, which allowed all the participants to quickly identify process gaps and improvements by reflecting on the visual cross functional process maps

Phases of Developing the Process Maps

The mapping of processes is composed of four phases executed by the QITABI 2 Outcome 3 team:

1. Drafted the Process maps, based on the legal framework and the previous experience of QITABI. The maps were internally validated with QITABI 2 experts
2. Validated and amended the Process maps with the Head of the Bureau
3. Validated the Process with the Head of the Research Bureau and Heads of Units
4. Finalized the Process with the Head of the Research Bureau and Heads of Units
   Note: The processes were further validated with Junior staff at the Research Bureau.



Phases of Developing and Finalizing the Cross-functional Process Map

Mapping the Final Validated National Educational Sector Statistics Process

Initiating the National Education Sector Statistics Process

The Process starts at the Research Bureau through a request or petition to implement the National Assessment.

Internal Committee

The Research Bureau forms an internal committee to oversee and manage the implementation throughout all phases of the Process. The Committee is comprised of the Head of the Research Bureau and Heads of Units.

Approval to Proceed and Access Schools

CERD's President reviews the petition and routinely approves the Process, then, sends to MEHE's Minister a request to start the Process formally

Upon MEHE's-Minister approval, the President of CERD sends a letter to MEHE-GDE Director General to facilitate access to schools

MEHE's Director General approves the petition and sends a letter to schools/school principals to facilitate access to their schools and to supply CERD with their school data

The President notifies the Research Bureau to start the Process.

Uploading School Data

The Research Bureau performs the following steps:

- Reviews and updates the yearly statistics survey sent to schools and shares the survey with school principals
- Sends the online survey to schools for principals to fill the survey
- The school principals fill the survey documenting their school data
    - The data is uploaded to CERD's online database application (CASE).

Field Visits

- Research Bureau performs Data Verification on the online Database, retrieves the school data from the CASE database, and consolidates it
- Research Bureau performs field visits to collect data from schools that lagged and didn't submit their data. The Bureau's field team supports and helps the principals in submitting their school data accurately.

Drafting the Report

- Research Bureau performs data cleaning, and internal reliability on the data then analyzes the school data

- Research Bureau drafts the National Statistical study report and submits it to the President of CERD
- CERD's President reviews the draft report, and the Research Bureau performs revisions until the report is approved.

Finalizing and Disseminating the Report

The President of CERD shares the approved Study with Academic Departments for editing and proofreading and shares the Study with the Equipment Bureau for designing the Study and layout of the pages. Revisions are in order until the content and design are approved by the President of CERD.

CERD's President sends the finalized Study to the Equipment Bureau to print the Study and to the Communication Unit to electronically disseminate the Study via CERD's Website and social media.

The Process is complete.

The Current Process Map Validated with the Research Bureau

Firstly, it is essential to note that CERD and the Research Bureau are, according to mandate, responsible, and tasked with annually publishing the national statistics school data.

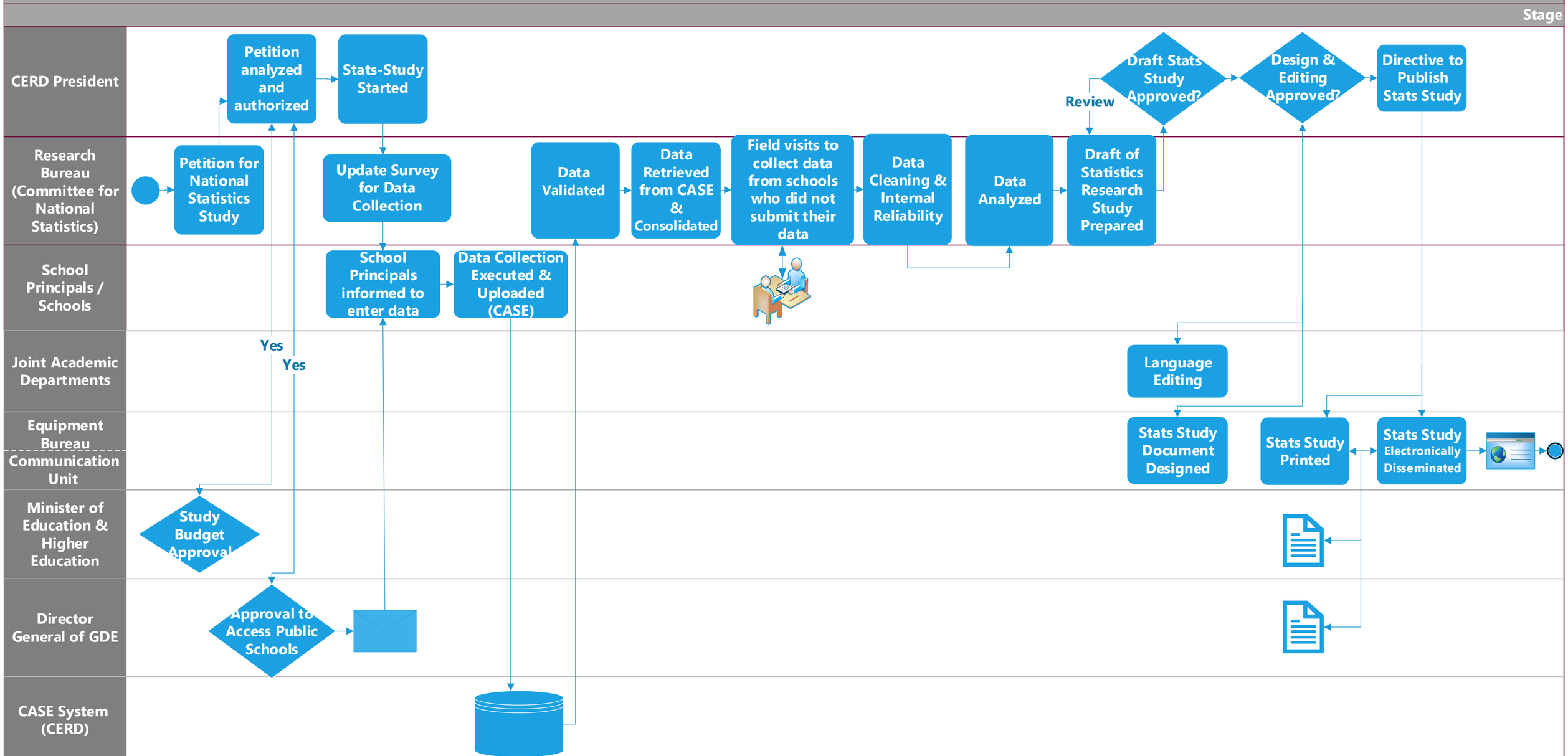
The current process follows the same Final Validated National Educational Sector Statistics process, since the Research Bureau has implemented the National Educational Sector Statistics for more than twenty years and has continually reviewed and polished Process until it evolved to the existing or Current Process. However, the Validated Final Process maps are cross functional maps that indicate the flow of the Process and the relevant connected stakeholders at each phase of the Process.

QITABI 2 Internally Developed Process map

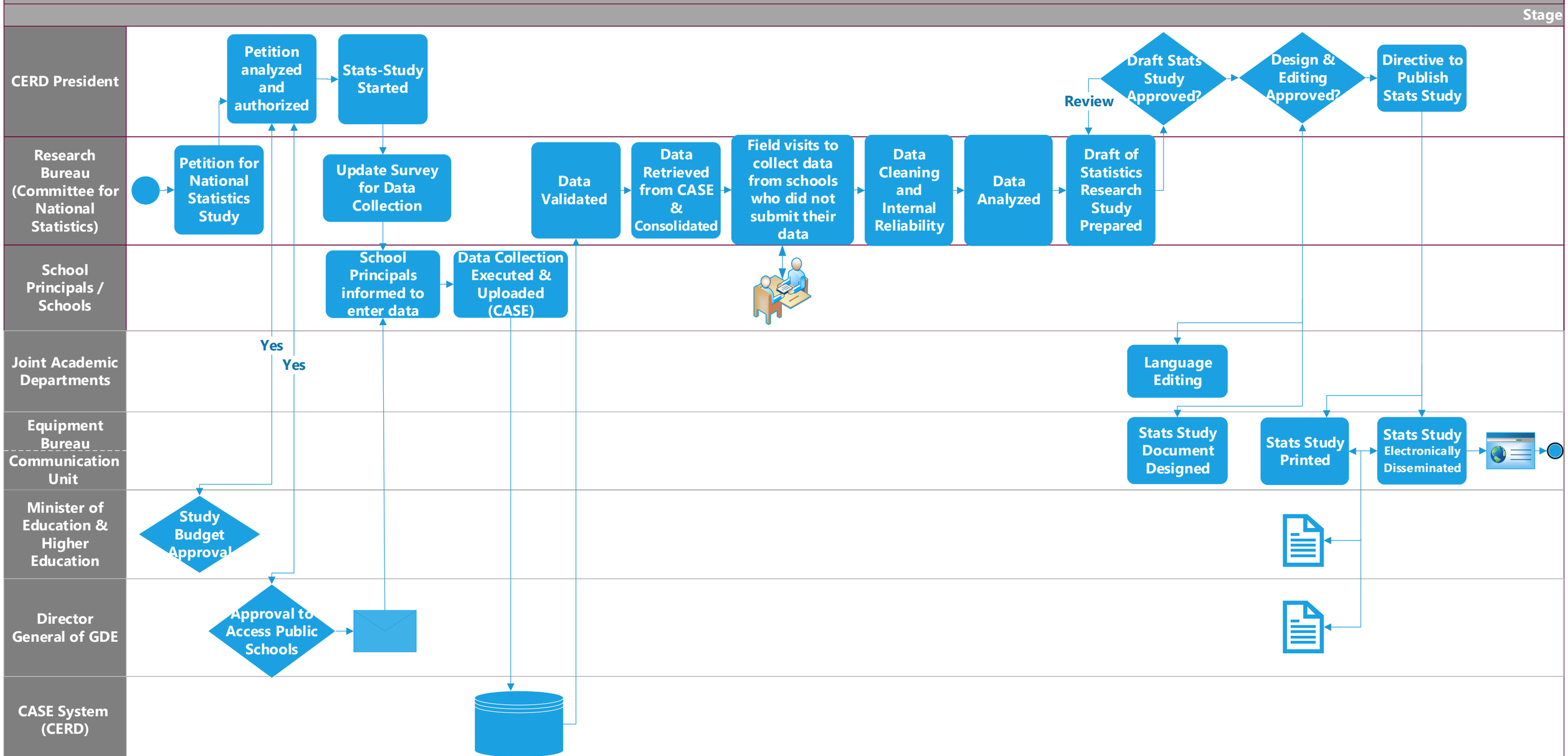
Based on CERD's legal framework and previous experience with QITABI, the QITABI 2 System Strengthening team drafted the cross functional maps to depict how the National Statistics process flow. Prior to the data collection phase, the Outcome 3 team incorporated input from CERD staff during informal interviews and internally validated with QITABI 2 experts.

Please Check the attached Annex 10.1, 10.2 and 10.3 for the Cross Functional Maps.

National Educational Statistics Improved Process – QITABI 2 / February 19, 2020



National Educational Statistics Current Validated Process – QITABI 2 / February 19, 2020



National Educational Sector Statistics Process Developed by QITABI 2 / December 4, 2019

Phase

CERD President

ERB

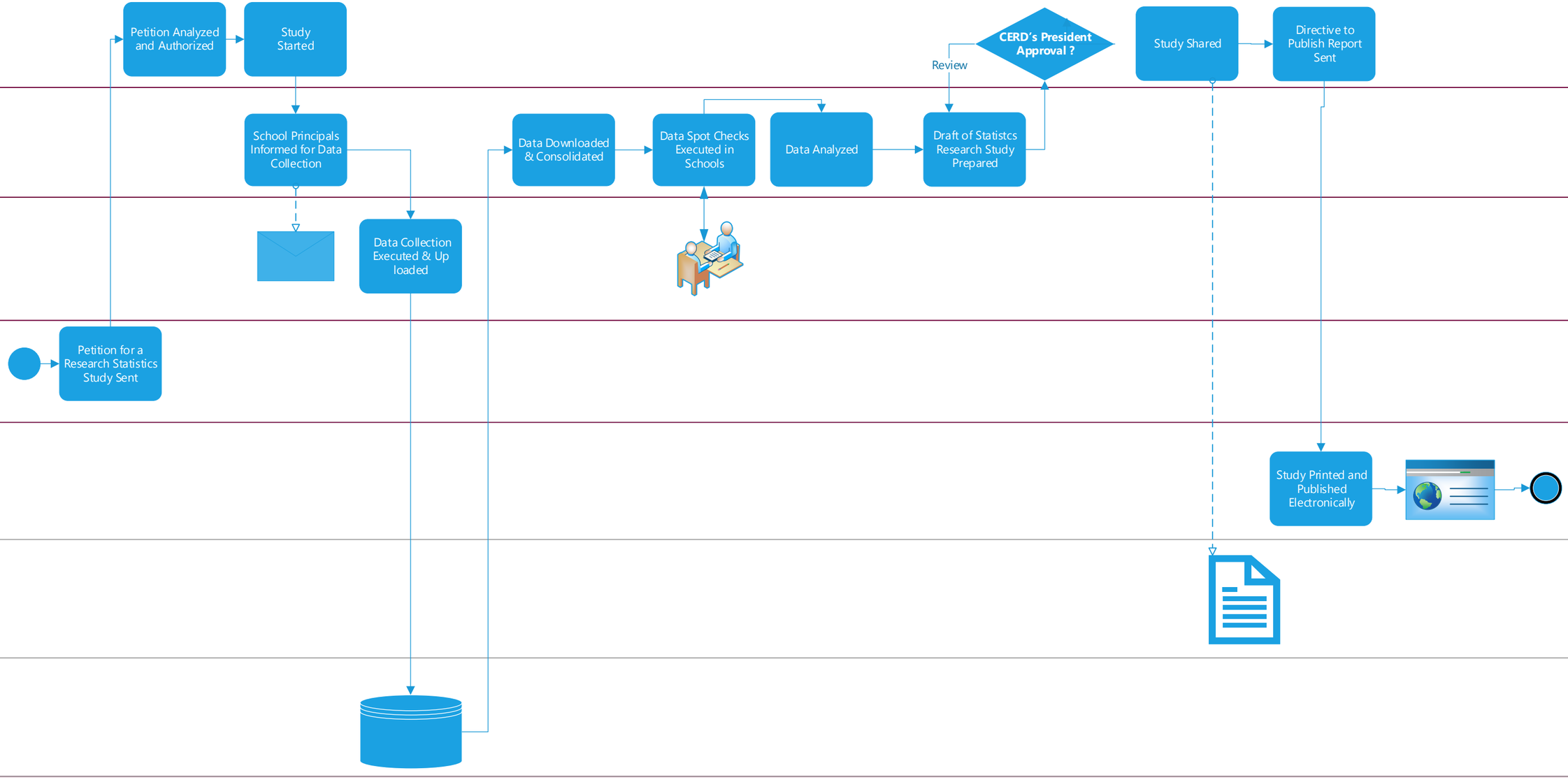
School Principals / Schools

Requestor

CERD's Communications Unit

MEHE Minister / GDE DG

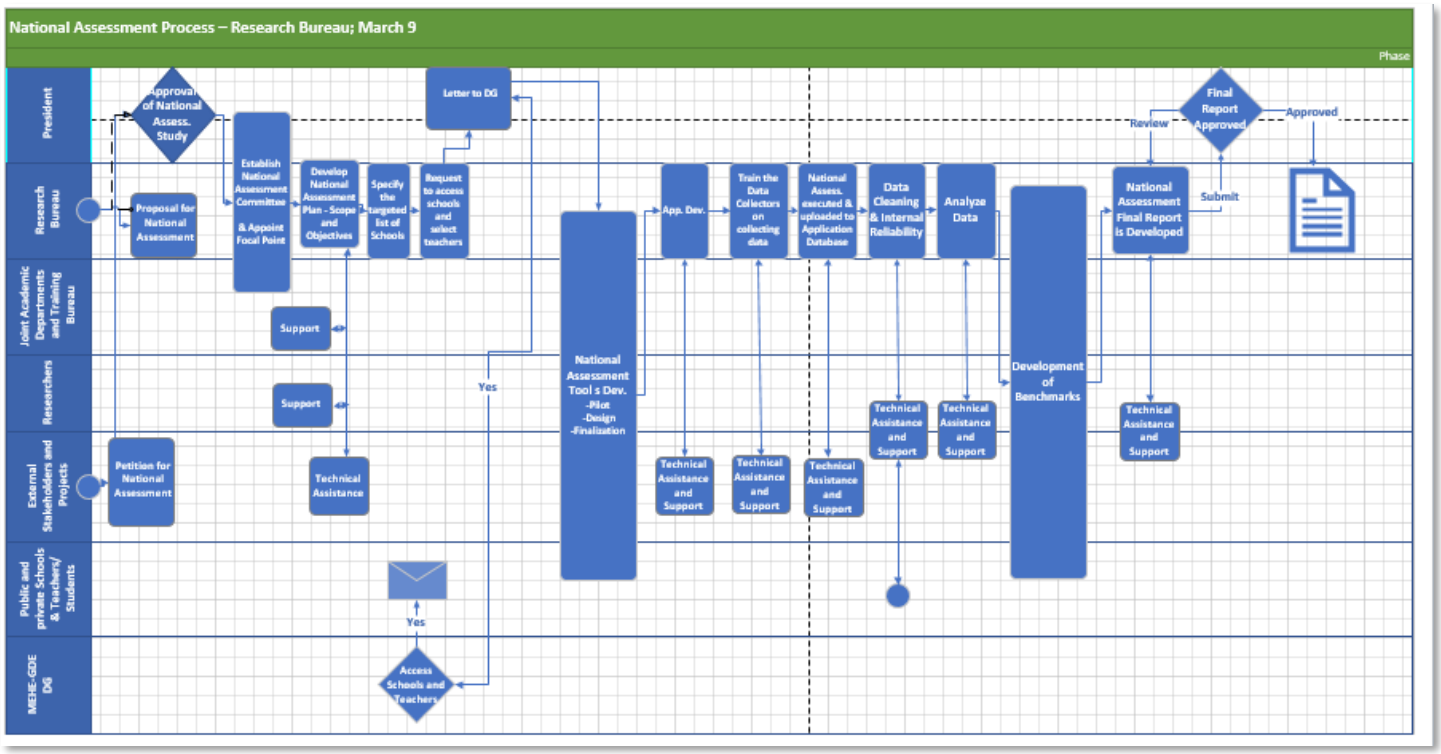
CERD´s CASE System



QITABI 2

Outcome 3 HICD Process for CERD - Research Bureau

Mapping the **New National Assessment** Process



Cross Functional Process Map for the National Assessment Process

Background

In preparation for the HICD process, the QITABI 2 Outcome 3 system strengthening team developed cross functional maps for the primary processes at CERD Research Bureau. The team is led by the institutional capacity development specialist, and the development was implemented in-coordination with QITABI 2 international HICD expert. The team based their development on the legal framework and the previous experience with QITABI. After developing the maps, the team validated the maps with the internal experts at QITABI, who had previous work experience implementing activities with CERD.

The New National Assessment Process Map

Initiating the Process

The process can start at the Research Bureau through a request or petition to implement the National Assessment. Or the process can start through a petition to implement the National Assessment, but this time submitted by an external stakeholder/project (funder).

Approval to Proceed

CERD's President reviews the petition. If approved, the President establishes a National Assessment Committee in collaboration with the Research Bureau and Joint Academic Departments and Training Bureau (PITB). Furthermore, a focal point to the Committee is appointed. The Committee works with the Research Bureau throughout the process.

Scope and Plan of the National Assessment

The Research Bureau develops the National Assessment Plan, Scope, and Objectives. The Training and Academics Bureau/Departments and contracted Researchers provide support in Defining the Plan and Scope. External Stakeholder provides technical assistance, as needed.

Specifying and Access to Targeted Schools and Engaging selected School Teachers.

The Research Bureau implements the following: (i) provides a list of targeted schools, (ii) requests access to the targeted schools, and (iii) selects the teachers that should participate in the development of the tool. The Research Bureau sends the list and requests to the President.

For approval to access schools and work with teachers, the President of CERD sends a letter to MEHE-GDE Director-General requesting access to schools. Additionally, the President sends another letter with a list of teachers nominated to participate in the development of the tools.

MEHE's Director General approves access and sends letters to the schools/school principals to facilitate access to their schools and to allow the selected teachers to leave schools for attending the tools development workshop when held.

Tools Development Workshop.

The Tools Development workshop is held through a collaborative effort by the Research Bureau, the Joint Academics Department, Training Bureau, Researchers, External Stakeholders, and the selected School Teachers.

The tools development workshop is held three times during three intervals: (i) Pilot stage for piloting the tool, (ii) Design stage, and (iii) Finalizing the Tools stage.

Executing the National Assessment.

The Research Bureau, with technical assistance/support from External Stakeholders, develops the database application. Similarly, it trains the Data collectors (enumerators) on collecting data.

The Research Bureau, with support from External Stakeholders, executes the National Assessment at the targeted schools, collects data, and uploads the data from each school to the Application Database.

The Research Bureau, with Technical assistance/Support from Researchers and External Stakeholders, performs Data Cleaning and Internal Reliability. As needed, the Bureau receives support from teachers.

The Research Bureau Analyzes the data with support from the Researchers and the External Stakeholders.

Developing the National Assessment Report

The Research Bureau, with technical assistance/support from the Researchers and External Stakeholders, develops and submits the Draft Report of the National Assessment to CERD's President.

The President of CERD reviews the report and sends the report back for additional revisions until the report is approved by the President.

The National Assessment Report is finalized.

The Process is complete.

The EGRA National Assessment (Process conducted under QITABI-1)

Process Map

Three process maps were developed depicting the National EGRA Assessment process. The three stages and process maps depict as follows, the:

1. Pilot stage
2. Baseline stage
3. Endline stage

The key difference in the maps is the level of engagement of the CERD Bureaus. The Joint Academic Departments (JAD) and the Preservice Inservice Training Bureau (PITB) were engaged in the pilot stage, whereas the Research Bureau's engagement started in the Baseline and continued to the Endline stage. QITABI led the implementation through all stages, which included:

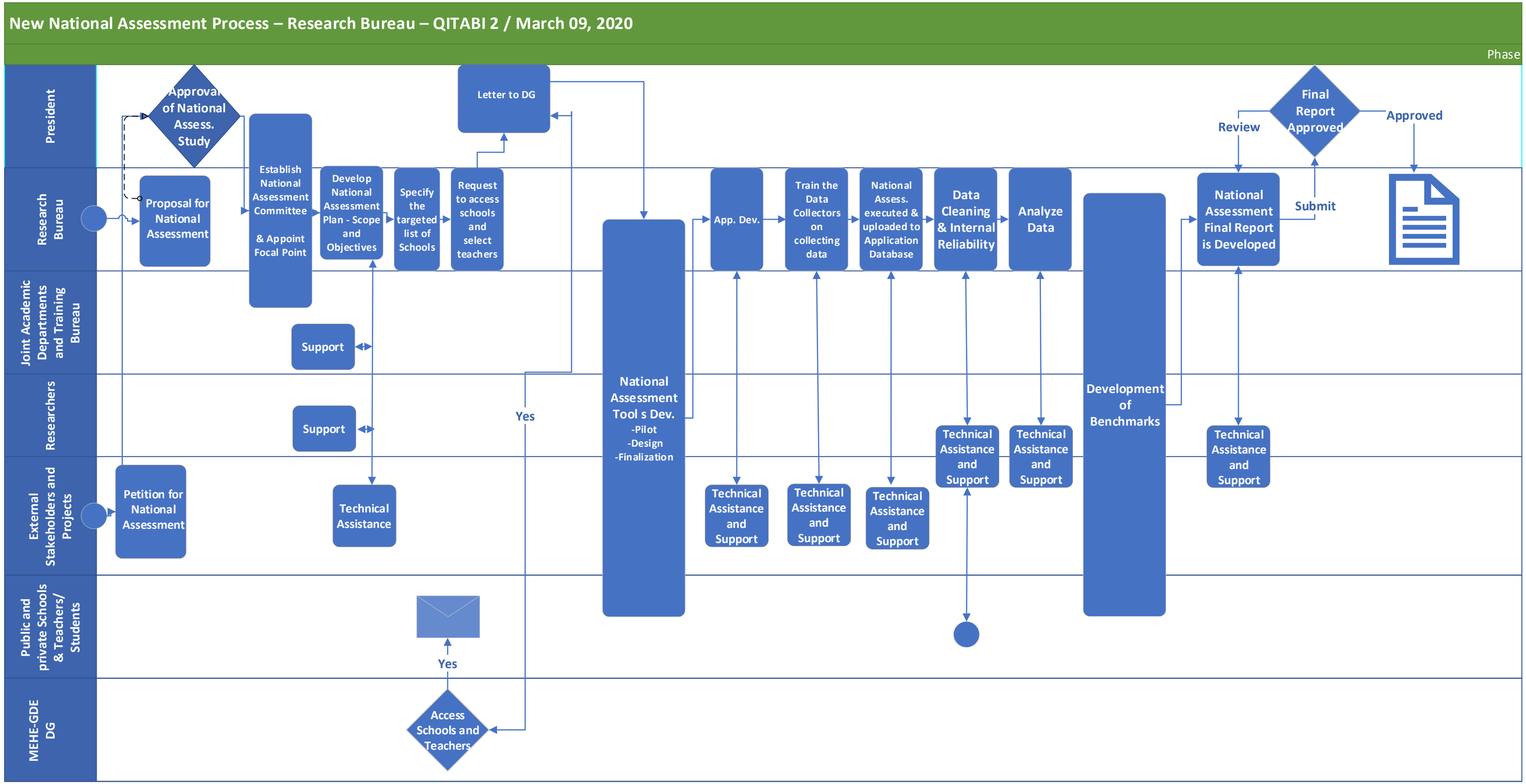
- Pilot stage: included the selection of the schools and the development of the Assessment Tool.
- Baseline stage: included the implementation at schools, application development, training enumerators, data collection, cleaning and analyzing the data, and drafting the Baseline report.
- Endline stage: included the same elements and process flow as in the Baseline stage. The endline was conducted two years after the Baseline, and a final Endline report documented the process and results.

During the Baseline and Endline processes, the Research Bureau participated yet did not lead the efforts, and the Bureau's staff did not collect field data to acquire hands-on experience in collecting data from schools.

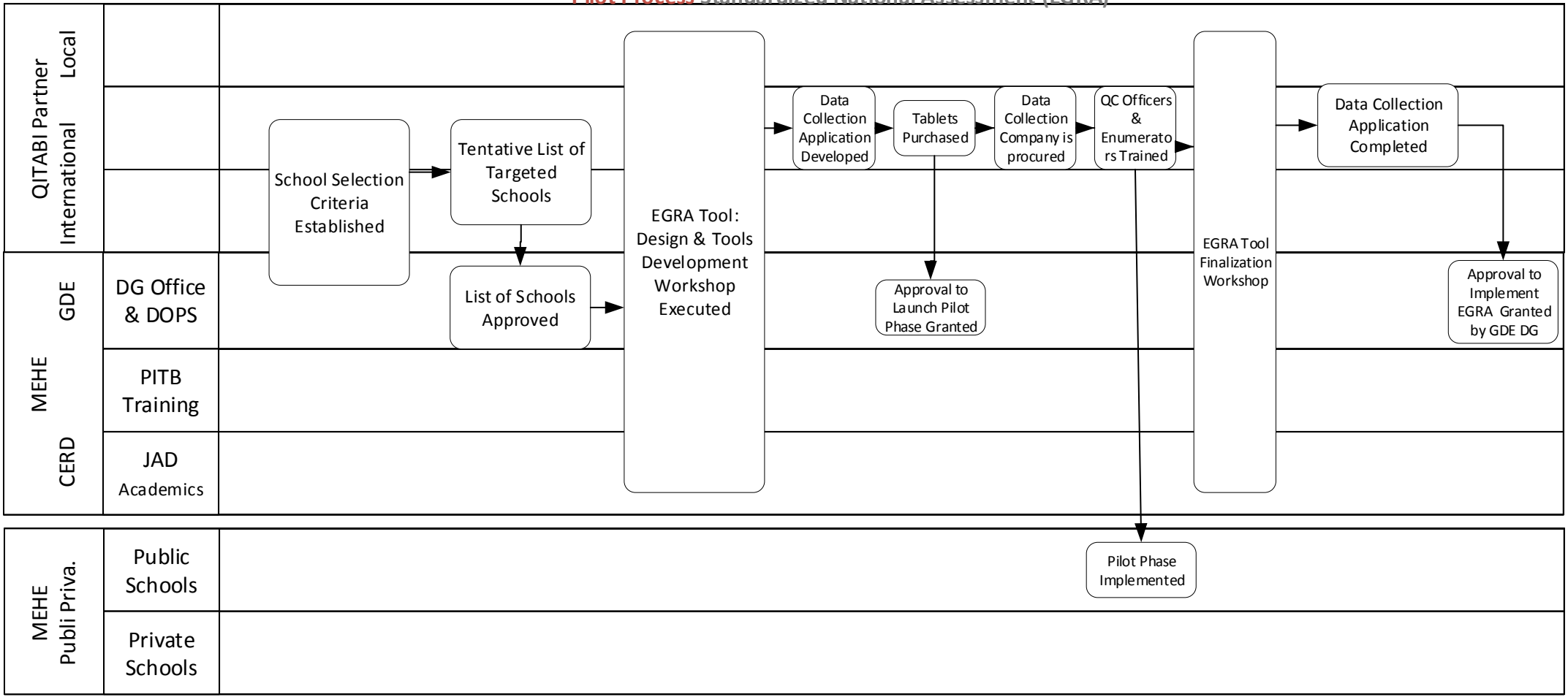
Note – Transitional Plan

During this time, a transitional plan that mirrors and closely follows the New National Assessment Process is in effect to efficiently transition the implementation from the process implemented under QITABI to the new process integrated within CERD System. In the transitional plan, the Research Bureau is fully engaged throughout the National Assessment Process, with strong support from the external Stakeholder (QITABI 2). In the Transitional plan, the Research Bureau acquires the knowledge and the needed experience for later sustaining the implementation of the New National Assessment Process.

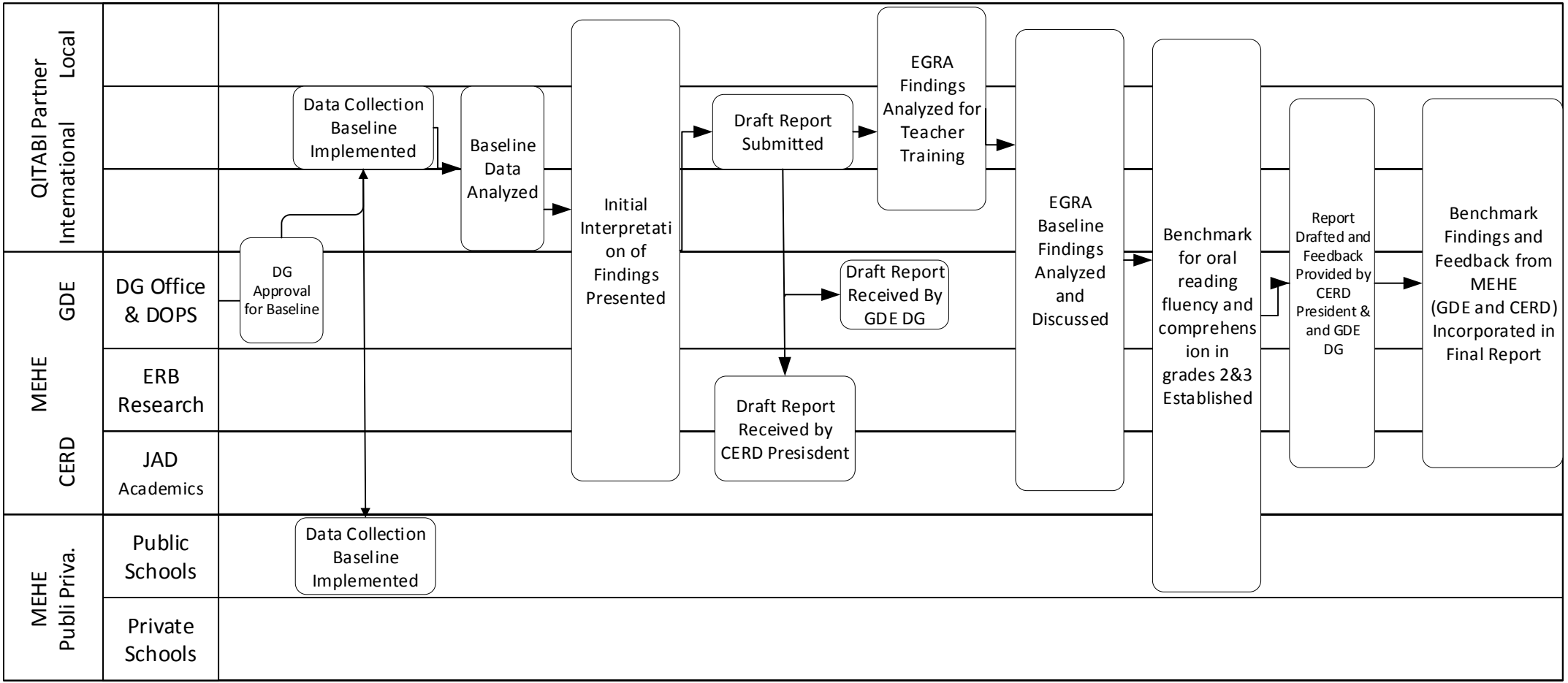
Check the attached Annex 11.1 & 11.2 for the Cross Functional Maps.


New National Assessment Process – Research Bureau – QITABI 2 / March 09, 2020
Phase
President
Research Bureau
Joint Academic Departments and Training Bureau
Researchers
External Stakeholders and Projects
Public and private Schools & Teachers/ Students
MEHE-GDE DG
Approval of National Assess. Study
Proposal for National Assessment
Petition for National Assessment
Establish National Assessment Committee & Appoint Focal Point
Develop National Assessment Plan - Scope and Objectives
Specify the targeted list of Schools
Request to access schools and select teachers
Letter to DG
Support
Support
Technical Assistance
Yes
Yes
Access Schools and Teachers
National Assessment Tool s Dev.
-Pilot
-Design
-Finalization
App. Dev.
Technical Assistance and Support
Train the Data Collectors on collecting data
Technical Assistance and Support
National Assess. executed & uploaded to Application Database
Technical Assistance and Support
Data Cleaning & Internal Reliability
Technical Assistance and Support
Analyze Data
Technical Assistance and Support
Development of Benchmarks
National Assessment Final Report is Developed
Technical Assistance and Support
Review
Final Report Approved
Submit
Approved

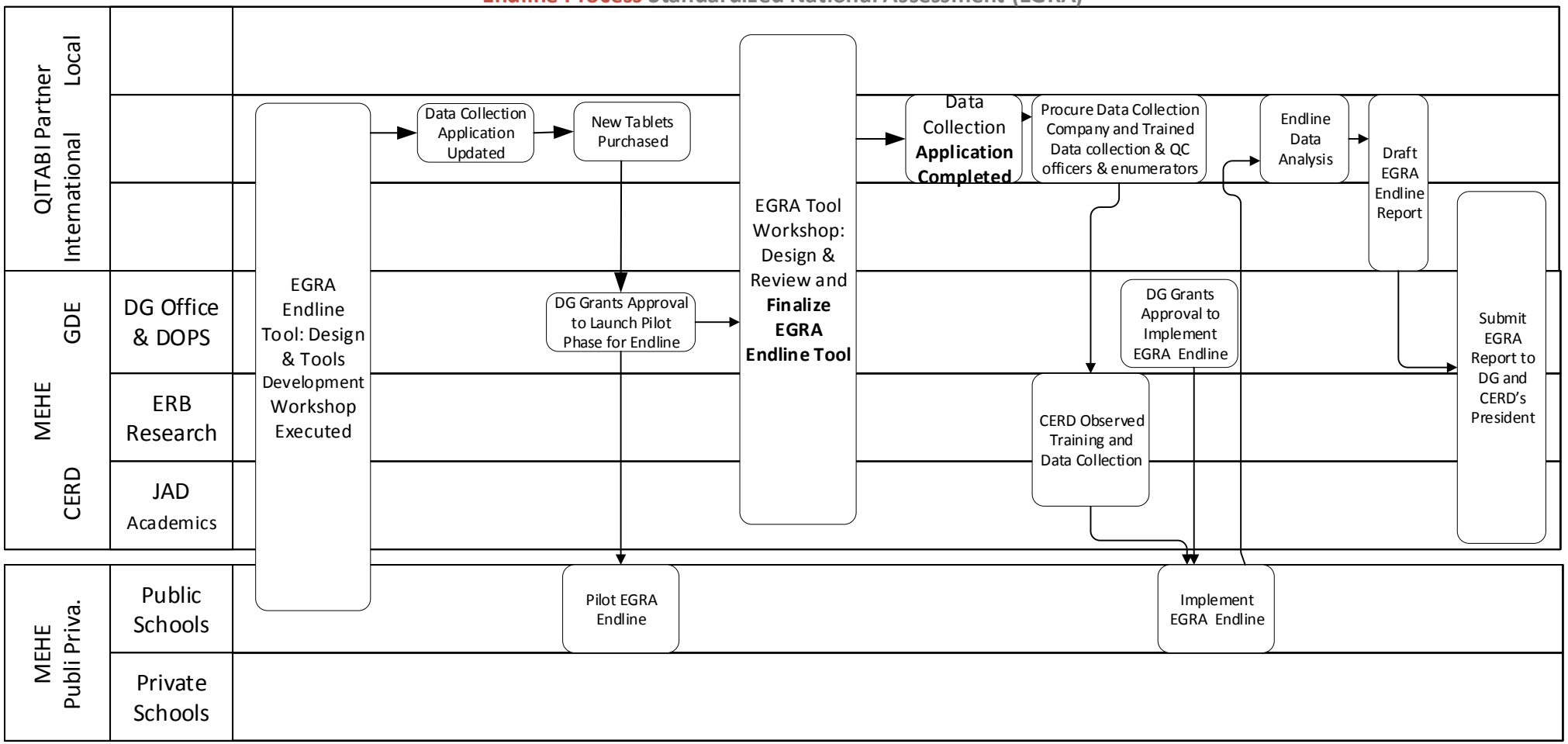
Pilot Process Standardized National Assessment (EGRA)



Baseline Process Standardized National Assessment (EGRA)



Endline Process Standardized National Assessment (EGRA)



Jurisdiction of the Ministry of Education and Higher Education (MEHE) in Lebanon over Private Schools (subsidized and unsubsidized)[1]

Current Status and Prospects for Development

Prepared by

Ramzi Salameh

February 2020

[1] Henceforth in this document, for consistent clarity of reference to the terms:

- **Quasi-free private schools** as termed in the original Arabic to designate schools partly subsidized by the government shall be referred to in this report as **subsidized** private schools.
- **Non-free private schools** as termed in the original Arabic to designate full-fare schools shall be referred to in this report as **unsubsidized** private schools.

"This material is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of QITABI and do not necessarily reflect the views of USAID or the United States Government."

Table of Contents

I. Legislative and regulatory texts related to private schools

The regulations which govern opening and operating private schools, both subsidized and unsubsidized in Lebanon[2] are subject to a set of legal and regulatory texts, the oldest of which goes back to 1950. The most important of these texts are the following:

- Decree No. 1436 of 23 March 1950 and its amendments relating to the regulation of opening private schools

- Law of 15 June 1956 and its amendments relating to the organization of the teaching staff in private institutions, and commonly referred to as the Teachers' Law

- Decree No. 5110 of 25 July 1966 which determines the procedures that subsidized elementary private schools are to follow in order to receive financial contribution

- Resolution No. 114 of 19 February 1971, which defines the principles of licensing private schools through employing Lebanon's history, geography, and moral and civil affairs

- Decree No. 2359 of 13 December 1971, which establishes an official unit within the Department of Private Education at the General Directorate of Education to guide and monitor subsidized private schools

- Law No. 11 of 13 May 1981, on the control of increases in tuition and school fees in unsubsidized private schools

- Decree No. 4564 of 12 December 1981, on the applications of certain provisions of Law 11/1981, and including amendments to provisions on the control of increases in tuition and school fees in non-free private schools

- Decree No. 4030 of 15 July 1987, on the amendment of certain provisions of the regulations which governs the opening of private schools

[2] Article 3 of the Law of 15/6/1956 and its amendments concerning the organization of the teaching staff in private institutes, known as the Teachers' Law, stipulates that private schools are divided into "free schools" and "non-free schools". Free schools are exclusively concerned with primary education, and must meet certain conditions, in particular "that they be licensed to religious bodies or legally recognized institutions or associations, whose objectives involve promoting education, and which operate for non-profitable purposes." However, these schools are not really free, as they charge school fees from parents set by the government at 150% of the minimum wage, and the government contributes to the annual budgets of these schools to the equivalence of 135% of the minimum wage per student. Therefore, in this report, we deliberately called them quasi-free schools and referred to them throughout as "subsidized private schools". It should be noted that the various legislative and regulatory texts apply to the two types of private schools unless otherwise explicitly stated.

- Law No. 70 of 24 July 1991, regulating the process of countering the financial burden imposed by laws and regulations on unsubsidized private schools

- Law No. 136 of 30 April 1992 on the freezing of tuition fees in subsidized private schools

- Decree No. 2896 of 15 October 1992, determining the qualifications of a private school administrator

- Decree No. 3017 of 23 December 1992, regulating the selection of members of Parents' Committees in unsubsidized private schools;

- Decree No. 7697 of 22 December 1995, determining the State's financial contribution to the student in subsidized private schools

- Law No. 515 of 6 June 1996, on the organization of the school budget and the establishment of rules for determining school tuition in unsubsidized private schools, and miscellaneous provisions

- Law No. 551 of 24 July 1996 on means of transport intended for students in public and private schools

- Decree No. 9408 of 15 October 1996, amending certain provisions of the regulations for opening private schools, and adopting new provisions

- Law No. 660 of 24 July 1997, establishing a mutual fund for members of the teaching staff in private schools

- Decree No. 13276 of 24 October 1998, on amendments to certain provisions of Decree 9408 of 15 October 1996

- Decree No. 4154 of 18 October 2000, on amendments to Decree No. 7697 of 22 December 1995, which determines the State's financial contribution to the student in subsidized private schools

II. Main governmental and non-governmental bodies concerned with private schools

A. Department of Private Education at MEHE-DGE

The Department of Private Education at the General Directorate of Education (GDE) at the Ministry of Education and Higher Education (MEHE) is the cornerstone of the relationship between the Lebanese government authorities and private schools. The law regulating MEHE as well as the above-mentioned laws, decrees, and resolutions, entrusted to this department tasks of a supervisory nature over subsidized and unsubsidized private schools dealing with pre-university general education. Tasks are detailed in section III of this report.

According to the law regulating MEHE, the Department of Private Education undertakes the following tasks:

In the domain of **primary (elementary and intermediate)** private education:

• Studying applications for licensing the opening of elementary and intermediate private schools

• Monitoring elementary and intermediate private schools, and monitoring curricula in accordance with the laws and regulations in force

• Organizing files and cards of private schools and of their members of the teaching staff, Lebanese and foreign

• Other mandated work related to elementary and intermediate private schools

In the domain of **secondary** private education:

• Studying applications for licensing the opening of secondary private schools

• Monitoring secondary private schools, and monitoring curricula in accordance with the laws and regulations in force

• Organizing files and cards of private schools and of their members of the teaching staff, Lebanese and foreign

• Other mandated work related to secondary private schools

Accordingly, the structure of this department included a primary private education department and a secondary private education department, supported by a private education division at every MEHE regional office.

Decree No. 2359 of 13 December 1971 provided for the establishment of an official unit within the Department of Private Education at DGE to guide and monitor subsidized private schools.

But this was not accompanied by the institutionalization of this apparatus. The staffing of this department and the sections that support it in the educational areas remained confined to a small number of employees who deal with administrative transactions related to the following issues of an immediate nature and relatively limited number: application for a decree authorizing the opening of a private school; approval of designs for the construction of a private school; request to add a floor to a licensed school and increase the number of students; request to add educational stages to a private school license; request to change the name of a private school; request for relocation of the premises of a private school; request for the introduction of a partner in a private school license; request to transfer a private school license to heir's name; cancel a private school license; request to open a school abroad that applies the Lebanese curriculum; and address complaints filed by various stakeholders.

In effect, a major portion of the time of this department and its support divisions in regional offices is consumed by an annual volume of tasks which involve annual auditing of teacher and student name lists, signing of school records, verifying book lists used by private schools, auditing unsubsidized private schools' budgets, endorsing teachers' teaching statements and students' statements issued by schools. To this end, the department seeks allocation to its bureaus of a number of teachers from primary and secondary schools for support in carrying out these administrative tasks. Unfortunately, no resources remain to be allocated for the non-administrative tasks that are core to the department's educational mandate toward subsidized private schools as stipulated in the regulations in force and which require visiting these schools and being closely informed of what takes place in them.

B. Parents' Committees in Unsubsidized Private Schools

Parents' Committees in unsubsidized private schools established by Law No. 11 of 13 May 1981 form a substitute for government authorities in their relationship with the administrations of unsubsidized private schools[3]. These committees received special attention from the government authorities through the adoption of a series of laws and subsequent decrees of this law, which subsequently refined the mechanisms of these committees' selection and operation. However, the various legislative and regulatory texts adopted in this area focused, without exception, on the financial side of the parents' relationship with the school administrations. The

[3] It should be noted that the laws and regulations in force did not observe any representation of the students' parents toward the administrations of subsidized private schools; parents' councils in public schools are legislated and regulated.

government authorities wanted to distance themselves from the school tuition fees problem and annual increases on these tuitions; this was made the responsibility of the parents' committees elected in each school, the majority of which seem to be ill-equipped to fulfill the expected role. The parent committees' intervention with the school administrations is therefore predominantly confined to the financial aspect of their children's schooling; we rarely see parents' committees concerned with the educational aspects, even when offered by the relevant texts.

C. Union of Private Educational Institutions

The Lebanese constitution guaranteed the freedom of education since 1926. Article 10 of the Constitution states: "Education shall be free unless it infringe public order, morality, or the dignity of a religion or denomination; and the rights of confessional groups shall not be compromised in regard to establishing their own private schools, provided they observe regulations with which the State regulates general education."

Demand for education in private schools has grown over the years, with 53% of general education students attending unsubsidized private schools as recorded in the last seven years, and 13.5% of students in subsidized private schools. This makes private schools directly involved in what is happening in the educational system.

However, an analysis of the provisions contained in the various laws and decrees mentioned above indicates that the overall matters dealt with in these texts are related to the duties of private schools in terms of licensing, management, and financing; whereas the legislative and regulatory texts concerned with these schools mention no rights for these schools to participate in educational decision-making, including decisions that concern them directly.

In reality, however, practice over the last two decades has established de facto the participation of private educational institutions, in particular through their union, in the consultations conducted by MEHE on a number of educational and organizational matters. The constituents, initially created along sectarian and confessional lines, and which possess multiple licenses to open and operate subsidized and unsubsidized private schools, established a voluntary union with no legal status but which offers a space for dialogue and coordination among the educational networks represented in the union, a pressure group on government authorities, and a negotiator with the Syndicate of Private School Teachers.

The pressures of this Union in recent years have focused on the following five issues: (1) the desire of private educational institutions to participate in the dialogue on educational policies and educational development; in particular, what these institutions are directly concerned with, such as curriculum development and national examinations; (2) issues related to the independence of these institutions and their rejection of any kind of direct supervision by the

MEHE, on account that the ministry lacks the competence to carry out supervision and follow-up operations on a solid scientific basis and in a professional manner; (3) the question of parents' committees' demand of the schools to provide a statement of the actual expenses incurred by the school administration in the year prior to the negotiation of the draft budget for the following year; (4) issues relating to the protection of subsidized private schools from closure and the government's disbursement of financial allocations observed within the time limits provided by law; (5) matters related to faculty and staff work conditions, especially with regard to the recent wage scale ratified by parliament, which the union assures it imposes financial burdens that schools and parents cannot bear. It can be confirmed that the union has succeeded on all but the last of these five fronts, which remains in application limbo among concerned parties. The union has, in fact, asserted itself as unavoidable counterpart to the General Directorate of Education in all matters educational.

D. Center for Educational Research and Development

The Center for Educational Research and Development (CERD) is the technical arm of MEHE-DGE. It deals with the issues of educational research and statistics, educational planning, curriculum development, the development of teaching aids and textbooks, in-service teacher training, and other technical matters relating to pre-tertiary education.

The above-mentioned laws and decrees on private education did not observe any role for the center regarding private schools, such as involving them in curriculum development and the participation of their teachers in the educational capacity building activities carried out by the center. In reality, however, a large number of private school faculty members have in personal capacity participated in the development of the curricula adopted in 1997 and in writing the related textbooks. As for participation in the training courses conducted by CERD and other parties, it remains limited to cases when donors require such participation.

E. Examinations Department at the General Directorate of Education (GDE)

In addition to the mandates and functions of the GDE through the Department of Private Education, the General Directorate is keen to involve students of private schools in national assessments, especially in mathematics and sciences, through its Examinations Department; it also strives to involve private school students in other school activities carried out by external parties under the supervision of the General Directorate.

The GDE regularly involves private school teachers in the correction of official examinations conducted at national level upon completion of primary education toward the Brevet and of secondary education through the Baccalaureate. This is despite the fact that the various laws and

decrees referenced in relation to private education have not observed any role for private schools in the official examinations.

F. Syndicate of Private School Teachers

The Syndicate of Private School Teachers was established in 1938 during the French Mandate of Lebanon. Throughout its existence, it experienced divisions and discord until it became unified in 1992. Similarly to most labor unions and orders, its main role is to improve the teachers' working conditions at various levels, especially the economic, social, and moral; to bring awareness to teachers on their rights and duties; and to defend teachers and contribute to resolving conflicts that affect them. The syndicate strives to expand the role and contribution of its members in the development of educational curricula, as well as their participation in examinations committees and in educational capacity-building activities. It also follows on national educational, political, economic, and social issues and participates related advocacy and activism. To this end, the syndicate maintains coordination with other workers in the education sector, and with other syndicates and civil society organizations.

A law dedicated to private school teachers was issued in 1956 and entitled "The regulation of teaching staff in private institutes", and some of its provisions have been amended over the years. This law contains provisions related to educational staff both en-cadre[4] and otherwise, including wages, leave, sanction, dismissal, and pension and severance. It also reorganizes the End-of-Service Compensation Fund, which was established by law in 1951. The law in force stipulates that "the Fund shall be administered by a Council appointed by a decree from the Council of Ministers" and chaired by the Director General of Education. This law also indicates that "syndicates of members of the teaching staff in private schools are subject to the trade unions regulations provided for in Labor Law."

In 1997, a mutual fund for members of the teaching staff in private schools was established through Law No. 660 and attached to the syndicate of private school teachers. It aims to "provide collaboration and solidarity among members of the teaching staff in private schools in various health, education, cultural, housing, and social fields", noting that "the State has no financial obligations towards it."

III. Jurisdiction of MEHE over private schools

The jurisdiction of the Ministry of Education and Higher Education (MEHE) over subsidized and unsubsidized private schools revolves around the following functions: (i) granting license to open

[4] The term en-cadre will be used to designate education faculty and staff permanently tenured as civil servants (بالملاك).

a private school; (ii) granting license to commence instruction; (iii) regulation of school operations; (iv) mechanisms for determining tuition fees; (v) regulation of the relationship between school administration and students' parents/guardians; and (vi) monitoring of private schools.

A. Granting license to open a private school

Decree No. 9408 of 15 October 1996 amending Decree No. 1436 of 23 March 1950 on the regulation of opening private schools stipulates that license to open a private school is granted by decree from the Council of Ministers upon proposal from the Minister of Education and Higher Education; the minister proposes based on the request and appended documents (as specified by this governing decree) submitted by the applicant, whether a real or legal person, to the Department of Private Education at MEHE-DGE. The Minister of Education and Higher Education may refuse to grant license to open a school, and this through a ministerial decision bearing justification, after the approval of the Council of Ministers.

Decree No. 13276 of 24 October 1998 specifies the added need to issue a decree in the case of requesting the transfer of a school license to the heirs of the license holder. The decree can exempt the person to whom the license is passed from both conditions of age and academic qualification if the appointed director holds a university degree, and 70% of the school building specifications would suffice. In the event that the license holder, however, wishes to transfer the school from one property to another, this decree requires that a decision be obtained from the Minister of Education and Higher Education.

Withdrawal of the license shall also require the issuance of a decree in the cases provided for by Decree No. 9408 of 15 October 1996.

Permission to open a mixed school or to modify the type of school is subject to MEHE approval.

B. Granting license to commence instruction

Decree No. 9408 of 15 October 1996 amending Decree No. 1436 of 23 March 1950 on the regulation of opening private schools stipulates that the license to commence instruction in a school which has previously obtained license to open is made through a decision by the Minister of Education and Higher Education. The decision can be issued after the license holder has applied to the Department of Private Education at MEHE-DGE with the required documents, and after this Department has verified the availability of the licensing conditions specified by the decree in regard to the required administrative documents, specifications of premises and facilities, educational equipment and amenities, etc.

This license to teach can be revoked through a decision by the Minister of Education and Higher Education in cases of withdrawal of the license or of violation of the legal provisions in force.

C. Regulation of school operations

The laws and regulations in force comprise provisions governing the operation of private schools. These include the following:

- Decree No. 2896 of 15 October 1992 defines the qualifications of persons who manage a private school and the legal and ethical reasons that prevent persons from assuming this responsibility. Decree No. 9408 of 15 October 1996 provides the conditions for the appointment of the school director when requesting license to commence instruction, as well as the condition to notify the ministry in case the director is replaced.
- Numerous texts, including Decree No. 1436 of 23 March 1950 and Law of 15 June 1956 and its amendments relating to the organization of the teaching staff in private institutions, specify the conditions of teaching practice and the conditions of work for teaching staff, such as level of effort, wages, leaves, discipline, dismissal, compensations, etc.
- Decree No. 1436 of 23 March 1950 specifies that the teaching of Arabic is compulsory for all Lebanese, and that the curriculum of public education is compulsory for schools while retaining the right of the school to add to the curriculum what it deems appropriate. It should be noted in this regard that the education system in Lebanon requires students to sit for a national exam based on the curriculum of public education at the end of primary education culminating in the national Brevet certificate[5], and another exam at the end of secondary education culminating in the national Baccalaureate certificate. It should also be noted that enrollment in secondary education is conditioned for the Lebanese with obtaining the Brevet.
- Law No. 515 of 6 June 1996 stipulates that determining the regulations of textbooks and school supplies shall be within the competence of the school provided that the school comply with the following regulations set forth in Decree No. 1436 of 23 March 1950: (1) Adoption of textbooks related to Lebanon's history, geography, and civic, ethical, and national affairs, and endorsed by a decision of the Minister of Education and Higher Education; (2) Abstaining from the use of textbooks that the ministry prohibits; and (3) Use of textbooks approved by the minister for various subjects.

[5] The "Brevet" exam is generally based on the last two years of basic education. Therefore, many private schools are committed to teaching the content of the curriculum materials for these two years, particularly with regard to teaching the history and geography of Lebanon and civic education.

- Decree No. 1436 of 23 March 1950 stipulates that the school should establish a nominal register of teachers to record information about their qualifications, and a nominal record of students in the various classes in which they are enrolled. Ministry inspectors have access to these records. The school should also provide the MEHE with schedules for teachers and students on the first of January of each year.
- Decree 4564 of 12 December 1981 stipulates that each school must establish internal regulations in which the school administration outlines a set of items that regulate the lives of students, particularly: conditions for enrollment and the working hours; dates for student enrollment and the commencement of lessons; dates of school exams; conditions for promotion and repeating grades; terms of payment of tuition and school fees; school holidays; etc.
- Decree 4564 of 12 December 1981 also stipulates that the school's internal regulations should include the definition of "the methodology upon which the school operates, and which characterizes the education it provides and the methods of instruction it adopts", provided it is "particularly not contrary to the national curriculum, national spirit, morals, and ethics."

D. Mechanisms for determining tuition fees

The legislative and regulatory texts in force provide for a set of provisions relating to the regulation of the mechanisms for determining the tuition fees for unsubsidized and subsidized private schools. For subsidized schools, Law No. 515 of 6 June 1996 is the cornerstone. This law specifies the elements of expenses related to school operation, including salaries, wages, and general expenses; it also determines the mechanism of converting total expenses into school tuition for parents/guardians to bear.

Law No. 11 of 13 May 1981 establishes parent committees, from which two representatives negotiate with the school administration the estimated budget prepared by the administration for the following year.

In case of agreement over the draft budget covering expenditures as well as the revenues represented as school fees, the annual budget with the documents shall be submitted before the end of January to the Department of Private Education at MEHE-DGE.

In case of disagreement, the Department of Private Education shall assess the causes of the dispute and attempt to reconcile the two parties, taking into account the provisions of Law No. 515 of 6 June 1996. In case the mediation fails, the dispute shall be referred to a three-person arbitration board headed by a judge who shall deliver a final verdict that is not subject to review or objection.

Representatives from the Union of Parent/Guardian Committees in Private Schools have consistently voiced accusations of collusion between officials at the MEHE-DGE Department of Private Education and the school administrations, leading to decisions contrary to the opinion of parent/guardian committees against increases in tuitions fees they consider unfair and unreasonable; over 100 objections were recorded in 2017-2018 alone.

It is to be noted here that neither of the laws concerned, nor any other provision, provides a mechanism to verify the implementation of the estimated budget in the form of a statement of accounts of what has been implemented in the previous year, in terms of salaries, wages, or other expenses. Additionally, while the Teachers' Law of 15 June 1956[6] prohibits subsidized private schools from operating for profit purposes, there is no indication in the two governing laws on defining school fees in unsubsidized private schools that these schools may or may not operate for profit.

E. Regulation of the relationship between school administration and students' parents/guardians

The adoption of Law No. 11 of 13 May 1981 was a milestone in the relationship between private school administrations and the parents/guardians of students attending these schools. However, the intended purpose of the law focused on controlling the increase in tuition and fees has limited it to unsubsidized private schools, since the government defines the fees for subsidized private schools. This law established a committee representing the parents/guardians of the students and established a financial authority consisting of four persons, two of whom appointed by the Parents' Committee and two representing the school administration. Pursuant to this law, Decree No. 4564 of 12 December 1981 detailed the minutes of the application of some provisions of that law, including the amendment of provisions relating to the control of the increase of tuition and fees in unsubsidized private schools. This was followed by Law No. 136 of 30 April 1992, which deals with financial and organizational matters related to school tuition and Parents' Committees, then Decree No. 3017 of 23 December 1992 which regulates the selection of members of the Parents' Committees in unsubsidized private schools, and then Law No. 515 of 6 June 1996 which reorganizes the school budget, the principles of defining school fees, and the work of Parents' Committees.

These texts, in particular Decree No. 4564 of 12 December 1981, defined the powers of Parents' Committees and the mechanisms of their selection and work; they seek "to establish cooperation

[6] Subsidized private schools' tuition fees and the financial contributions of the State to the student in these schools are determined by decrees from the Council of Ministers. The law issued on 15 June 1956 and its amendments, known as the Teachers' Law, stipulates that these schools operate for non-profit purposes.

between the school and the family and between the school administration and the students' parents," and to inform the school administration "of what the parents deem beneficial for their children." On the other hand, "the school administration presents to the Parents' Committee what it deems good for educational progress," whilst maintaining that "it resides with the school administration alone to make the decision it considers in the interest of its students' education… according to the model and methodology that characterize the school's academic provisions and educational character."

F. Monitoring of private schools

Decree No. 1436 of 23 March 1950 and its amendments relating to the regulation of opening private schools stipulates that "all private educational institutions are subject to MEHE supervision in all matters related to the implementation of this decree" through inspectors mandated by the ministry to this effect. "The director of the institution or his/her representative shall provide the inspector with all required clarifications and enable him/her to perform his/her task." Decree No. 9408 of 15 October 1996 states that "the Department of Private Education shall ensure that the private school comply with the provisions governing the opening of private schools." Law No. 515 of 6 June 1996, on the organization of the school budget and the establishment of rules for determining school tuition in unsubsidized private schools, stipulates that "the Department of Private Education at MEHE shall monitor the enforcement of this law's provisions" with the exception of what pertains to the functions of arbitration councils.

What is noted, however, is the absence of provisions that set out the mechanisms for monitoring these unsubsidized private schools, whereas Decree No. 2359 of 13 December 1971 provided for the establishment of an official apparatus at the Department of Private Education to guide and monitor subsidized private. This is attributed to the fact that subsidized private schools receive financial support from government authorities and are therefore held accountable for the use and yield of government financial contribution, while government authorities have not dedicated similar attention to unsubsidized private schools.

The apparatus mandated with guiding and monitoring subsidized private schools shall, according to the decree:

a. "Orient and counsel the owners and faculty of subsidized private schools in matters educational and administrative;"
b. "Monitor subsidized private schools… in particular to verify and audit data and statements provided by these schools toward receiving financial contribution;"
c. "Verification and audit shall include in particular:

- That conditions required by the school license are met;
- That the legally prescribed conditions for the school to be subsidized are maintained;
- That the academic achievement of students and the general level of education at the school are maintained;
- That the school's productivity is determined in order to provide its personnel with appropriate guidance;
- That the data and statements submitted by the school are in order and verifiably qualifying for the school to receive financial contribution;
- That the records and logs of the school and the license holder insofar as they are related to the school are examined to verify that the State's financial contribution is being spent particularly toward financing of faculty wages and school development;
- That faculty wages are verifiably in compliance with laws and regulations, and that necessary investigation in this regard is conducted."

The available data indicate that the guidance and monitoring apparatus for subsidized private schools has not been institutionalized in the Department of Private Education with its own structure as required by Decree No. 2359 of 13 December 1971. The structure of this department has remained the same as before the issuance of this decree. It consists of a primary private education department and a secondary private education department, and it seeks assistance from teachers in secondary education to carry out some of its tasks noted above.

The monitoring mechanisms provided above do not apply to unsubsidized private schools except for the verification of licensing requirements and the disclosure of teacher and student data; the laws and regulations in force did not observe any external control whatsoever with regard to the adherence of the unsubsidized private school to other requirements of academic achievement, financial compliance, and administrative procedures. Rather, it appears that the government authorities have left this to the efforts of the Parents' Committee, knowing that educational institutions categorically refuse to include in legislative and regulatory texts any requirement to submit a statement of accounts for the year before the examination of the estimated budget.

In order to break the deadlock, MEHE's restructuring project implemented in 2008 with the support of the World Bank proposed a new approach to the relationship between the ministry and private schools both subsidized and unsubsidized in what relates to monitoring in terms of monitoring these schools, whether free or not. This approach requires the separation of administrative and financial oversight on the one hand and quality assurance and accreditation on the other. It also proposes the separation of both of these issues combined and any cooperation and joint ventures between the ministry and the schools. However, as noted earlier,

these proposals remain confined to the project reports and recommendation lists in which they featured.

IV. Conclusion

Private schools have a fair amount of autonomy regarding their establishment, entry requirements, internal regulations, educational approach, selection of faculty members, teaching and learning activities to the official national curriculum, books they use from the pool endorsed by the minister, methods of instruction, mechanisms of promotion and repeat, and other educational, organizational, and financial matters.

On the other hand, they have to commit to the national curriculum, and in particular to all the subjects covered by the official examinations at the end of the primary and secondary education levels. They should also comply with the wage scales prescribed by the government for the members of the teaching staff who are en-cadre and all statutory provisions observed in relevant laws and regulations.

The legislative and regulatory texts on private schools dealt with a number of issues, which are categorized above under the six headings related to (i) granting license to open a private school; (ii) granting license to commence instruction; (iii) regulation of school operations; (iv) mechanisms for determining tuition fees; (v) regulation of the relationship between school administration and students' parents/guardians; and (vi) monitoring of private schools.

It seems that these texts mostly fail to address the partnership between private schools and MEHE. This can be reflected as the institutionalization of participation in the formulation of educational policies and the development of educational curricula, the institutionalization of professional development benefit for private school teachers from the capacity building activities carried out by CERD and other parties as a right being as they are providers of a public service they aspire to improve, and the institutionalization of their participation in official exam question formulation and test correction.

On the practical level, oversight of private schools in all its forms but particularly in finance, appears to be the weak spot of the system which attracts a stream of suspicion and accusations. Despite the adoption of a decree since 1971 regulating the monitoring of subsidized private schools, it seems that obstacles have prevented the institutionalization of its implementation, not to forget that it does not at all include unsubsidized private schools which have remained largely without much government oversight. Moreover, giving Parents' Committees in these schools the authority to negotiate the school budget and tuition fees with the administration has not yielded the desired result of regulating the increases in tuition fees, mainly due to the refusal

of school administrations to provide statements of accounts when negotiating the budget for the following year. The establishment of these committees has not even led to a practical capitalization on the talent pool that parents can provide toward improving the quality of education and enriching student experience within the framework of educational curricula and beyond.

V. Prospects for Development

It is clear from the analysis detailed above that the long-standing status of the relationship between government authorities and private schools is not satisfactory. Therefore, government authorities might consider the following development proposals:

A. Suggestions for restructuring of MEHE in regard to its relationship with the Union of Private Educational Institutions

In order to break the ambiguous relationship between MEHE and the Union of Private Educational Institutions, taking into consideration the need to involve as many stakeholders as possible in the formulation of educational policies to promote community ownership of such policies, the restructuring project of MEHE implemented in 2008 with the support of the World Bank proposed institutionalizing community participation in the formulation of educational policies, and following up on its implementation through the establishment of a National Council for Education which will form a unified and comprehensive vision for the pre-university education system and develop directions to convert them into strategies and plans for the continuous development of the educational system. The project proposed that the Union of Private Educational Institutions be represented in this council through 6 members out of 25 who include senior MEHE officials as well as representatives from educational and social bodies of relevance.

B. Suggestions for restructuring of MEHE in regard to the structure and functions of its Department of Private Education

In order to strengthen the role of the Private Education Department in improving subsidized and unsubsidized private education, the restructuring project of MEHE implemented in 2008 with the support of the World Bank proposed to elevate this department to the rank of directorate to include: (1) a quality assurance department comprising (i) a licensing and monitoring division and (ii) a quality and accreditation division, as well as (2) a care and joint venture department comprising (i) an institutional and educational performance development division, (ii) a cooperation and joint projects division, and (iii) a financial affairs and support division.

C. Areas for development in the short term

1. At the structural level:

- Unify and update the legislative and regulatory texts governing the affairs of private schools that provide education in the pre-university general education stages.
- Institutionalize the consultative relationship between MEHE represented by DGE and CERD on the one hand and The Union of Private Educational Institutions on the other hand, including through the establishment of a National Council for Education in which the Union of Private Educational Institutions is strongly represented as a key partner of the government in securing educational opportunities, or through the establishment of a permanent Central High Committee for coordination and cooperation between MEHE and the Union of Private Educational Institutions; this Council or this High Committee may comprise specialized working groups that handle various matters pertaining to education.
- Reconsider the role of the State toward private schools at the educational and financial levels, and develop the functions and structure of the Department of Private Education from an aspect of inspection and supervision to one of partnership and quality assurance.

2. At the operational level:

- Build the capacity of private schools to adopt and apply quality assurance and accreditation principles.
- Build the capacity of private schools to integrate students with special needs and provide them with appropriate education.
- Build the capacity of Parents' Committees in private schools to activate their role at the educational and financial levels.
- Partner with private schools to formulate and implement educational programs and activities to enrich classroom and extracurricular experiences in areas related to citizenship and sustainable development, such as health education, environmental education, heritage education, traffic safety education, nonviolence education, consumption education, etc.

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استطلاع حول المدارس الخاصة

1	اسم المدرسة المعتمد رسمياً باللغة العربية						
	اسم المدرسة المعتمد رسمياً باللغة الأجنبية						
2	عنوان المدرسة						
3	رقم هاتف المدرسة						
4	الاسم الثلاثي لمدير المدرسة الفعلي		تاريخ الميلاد		رقم الهاتف الخاص		
5	الاسم الثلاثي لمدير المدرسة (المكلف رسمياً)		تاريخ الميلاد		رقم الهاتف الخاص		
6	الاسم الثلاثي للمدير المالي/المحاسب		تاريخ الميلاد		رقم الهاتف الخاص		
7	اسم المؤسسة او الجمعية التي تتبع لها المدرسة						
8	رخصة تأسيس المدرسة						
9	اذن مزاولة						
10	شهادة تسجيل المدرسة						
11	سجل التسجيل الرسمي						
12	إيصال تسديد مستحقات المدرسة للدولة						
13	ما هو الرسم الهيكلي لإدارة المدرسة؟						
14	هل يوجد نظام داخلي للمدرسة؟	☐ نعم	☐ كلا				
15	ما هي أسماء البنوك التجارية التي تتعامل معها المدرسة؟						
16	ما هي المؤسسات والجمعيات التي دعمت المدرسة في آخر 3 سنوات؟						
17	هل ترغب المدرسة كإدارة ومعلمين بالعمل مع المشروع خارج وداخل المدرسة؟	☐ نعم	☐ كلا				
18	هل سبق وتم تعليق العمل بمدرستكم؟	☐ نعم	☐ كلا				
19	هل يوجد في المدرسة/المؤسسة مجلس إدارة؟	☐ نعم	☐ كلا				
	الرجاء ذكر الأسماء مع تاريخ الميلاد والجنسية	الاسم الثلاثي	تاريخ الميلاد	الجنسية			
20	هل تواجه المدرسة او المؤسسة أي دعاوى قضائية؟	☐ نعم	☐ كلا				
21	هل يوجد لدى المدرسة مدقّق؟	☐ نعم	☐ كلا				

22	هل تعرض نتائج عمل المدقّق على مجلس الإدارة؟ أو اللجنة المالية؟ أو مدقّق خارجي؟	نعم ☐	كلا ☐
23	هل سبق وتم تقديم أي توصية من قبل المدقّق؟	نعم ☐	كلا ☐
24	هل تقوم المدرسة باتخاذ الإجراءات اللازمة بشكل مستمر بما يتناسب مع توصيات المدقّق في تقريره؟	نعم ☐	كلا ☐

25 عدد الشعب في الصفوف

	روضة 1	روضة 2	روضة 3	1	2	3	4	5	6	7	8	9	المجموع
عدد الشعب													

26 عدد التلاميذ في المدرسة

#	روضة 1	روضة 2	روضة 3	1	2	3	4	5	6	7	8	9	المجموع
الذكور													
الاناث													
المجموع													

هل صفوف المدرسة مزودة بأدوات بتكنولوجيا المعلومات؟	نعم ☐	كلا ☐
هل صفوف المدرسة مزودة بمكتبات صفية؟	نعم ☐	كلا ☐
هل صفوف المدرسة بأدوات تعليم الرياضيات؟	نعم ☐	كلا ☐
هل يمكنكم تزويدنا بلائحة بأسماء الكادر الإداري والتعليمي في المدرسة؟	نعم ☐	كلا ☐

Children Book Selection Criteria

	Yes	No	Comments
GENDER			
Does the **story challenge gender roles**? *Examples of stereotypical gender roles: women looking after the children; men as the family provider.*			
Is it clear that female characters are not restricted to traditionally **'feminine'** qualities and interests? *Traditional 'feminine' qualities include: caring, passive, beautiful, image-conscious, emotional, vulnerable, dependent.*			
Is it clear that male characters are not restricted to traditionally **'masculine'** qualities and interests? *Traditional 'masculine' qualities include: strong, physical, aggressive, tough, protective, controlling, independent, unemotional.*			
Do female and male characters in the story have the **same opportunities**? *Such as both female and male characters are in prominent or important roles. Example, Khalil and Maya both work in a news agency they own; they share the housework and caring for their children.*			
Does the **story** show that people who don't conform to gender stereotypes can be great friends with people who do? *Example, students should be friendly with each other even though they think in a different way (who believe that a girl should play with a doll and who don't believe)*			
SOCIAL INCLUSION			
Are the characters in the story diverse? *Such as they include all people from different religion, ethnic, age, race, economic level, etc.*			
Was this diversity promoted in a positive way? *Example children / character with disability have leadership and / or action roles.*			
Could you use this book in your classroom to promote the message of embracing diversity and celebrating individuality? *Example the character with disabilities are accepted for their own individual behaviors and help resolve the problem. Also, picture books that promote diversity and inclusion.*			

Reference:

https://v4w.org/wp-content/uploads/2019/09/2019-VFW-Communications-and-Gender-Checklist-fv.pdf

file:///C:/Users/mfadel/Desktop/Access-HandC_Book-Selection-Checklist_.pdf