הלימה בין תכנית הלימודים למסגרת שעות הלימוד במקצוע: "אנגלית"

התכנית תקפה להבחנות בבחינות הבגרות במועד קיץ תשע"ד ומועד חורף תשע"ה

שם המפמ"רית: ד"ר ג'ודי שטיינר

אתר המקצוע:

www.education.gov.il/english

Module A (016102)

Access to Information from Spoken Texts

Students will be able to:	Text Types
• understand the general meaning and sequence of events in a text • understand the main idea and supporting details in a text • identify different text types • identify explicit opinions and feelings	• advice column • conversation • description • interview • report

Access to Information from Written Texts

Students will be able to:	Text Types
• understand the general meaning and sequence of events in a text • understand the main idea and supporting details in a text • identify and understand the structure and conventions of different text types • identify explicit opinions and feelings • use a dictionary	• advertisement • article • description • invitation • letter/email • report

Module B (016103)

Access to Information from Written Texts

Students will be able to:	Text Types
• identify explicit opinions and feelings • identify and understand the structure and conventions of different text types • understand the main idea and supporting details in a text • use a dictionary	• descriptive text such as personal account/human interest article • informative text • interview • letter/email • review of books, films

Written Social Interaction / Presentation

Students will be able to:	Task Types
• express feelings, likes, dislikes, personal wishes and opinions • describe people, places, things and events	• forms • description • informal letter

Module C (016104)

Access to Information from Written Texts

Students will be able to:	Text Types
- understand the general meaning, main idea and supporting details, and sequence of events in a text - identify and understand the structure and conventions of different text types - draw inferences in order to identify the points of view in a text, distinguishing fact from opinion - identify explicit opinions and feelings - use a dictionary	- article - report

Literature Module D: Exam and Log (016115)

Students will be able to:	Number of Texts	Higher-Order Thinking Skills
• describe main characters, setting and events in literary texts • interpret literary texts • discuss themes and conflicts in literary texts • recognize the use of literary techniques in a variety of genres • express ideas and opinions about literary texts • demonstrate awareness of the social and cultural framework within which the literary texts were written • compare different cultural practices, behaviors and traditions with their own • demonstrate awareness of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products • demonstrate awareness of how cultural practices are reflected in various literary and cultural products • compare and contrast literary themes and relate to them from a personal perspective • analyze and reflect on their learning • apply and use higher-order thinking skills	• 3 short stories • 3 poems	The following are the higher-order thinking skills. The skills in bold are those that are required to be taught to students answering the justification question on the Bagrut exam option: • Applying • Classifying • **Comparing and contrasting** • **Distinguishing different perspectives** • Evaluating • **Explaining cause and effect** • **Explaining patterns** • Generating possibilities • Identifying parts and whole • **Inferring** • Making connections • Predicting • **Problem solving** • Sequencing • Synthesizing • Uncovering motives

Genre	Option One	Option Two
Three Short Stories	"The Treasure of Lemon Brown" by Walter Dean Myers	"The Treasure of Lemon Brown" by Walter Dean Myers
	"Mr. Know All" by W. Somerset Maugham	"A Summer's Reading" by Bernard Malamud
	"Thank You, Ma'm" by Langston Hughes	"Thank You, Ma'm" by Langston Hughes
Three Poems	"Introduction to Poetry" by Billy Collins	"Grandmother" by Sameeneh Shirazie
	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost

	"Count That Day Lost" by George Eliot	"Count That Day Lost" by George Eliot

Module E (016106)

Access to Information from Spoken Texts

Students will be able to:	Text Types
- understand the main idea and supporting details in a text - draw inferences in order to identify the points of view in a text, distinguishing fact from opinion - follow the development of an argument in a text - identify the attitudes of the speaker	- interview - report

Access to Information from Written Texts

Students will be able to:	Text Types
- understand the main idea and supporting details in a text - understand the structure and conventions of different text types draw inferences in order to identify the points of view in a text, distinguishing fact from opinion - use a dictionary - follow the development of an argument in a text - identify the attitudes of the writer - integrate information	- article - descriptive texts such as personal account/ human interest article - informative texts - interviews - report - reviews such as books, films

Literature Module F: Exam and Log (016117)

Students will be able to:	Texts	Higher-Order Thinking Skills
• describe main characters, setting and events in literary texts • interpret literary texts • discuss themes and conflicts in literary texts • recognize the use of literary techniques in a variety of genres • express ideas and opinions about literary texts • compare and contrast literary themes and relate to them from a personal perspective • demonstrate awareness of the social and cultural framework within which the literary texts were written • compare different cultural practices, behaviors and traditions with their own • demonstrate awareness of how cultural practices are reflected in various literary and cultural products • demonstrate awareness of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products • analyze and reflect on their learning • apply and use higher-order thinking skills	• one play or novel • 3 short stories • 2 poems	The following are the higher-order thinking skills. The skills in bold are those that are required to be taught to students answering the justification question on the Bagrut exam option: • Applying • Classifying • **Comparing and contrasting** • **Distinguishing different perspectives** • Evaluating • **Explaining cause and effect** • **Explaining patterns** • Generating possibilities • Identifying parts and whole • **Inferring** • Making connections • Predicting • **Problem solving** • Sequencing • Synthesizing • Uncovering motives

Genre	Option One	Option Two
One Play or Novel	All My Sons by Arthur Miller	All My Sons by Arthur Miller
	The Wave by Morton Rhue	The Wave by Morton Rhue
Three Short Stories	"Mr. Know All" by W. Somerset Maugham	"The Split Cherry Tree" by Jesse Stuart
	"A Summer's Reading" by Bernard Malamud	"A Summer's Reading" by Bernard Malamud
	"Rules of the Game" by Amy Tan	"The Enemy" by Pearl Buck
Two Poems	"As I Grew Older" by Langston Hughes	"Count That Day Lost" by George Eliot
	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost

Module G (016108)

Access to Information from Written Texts

Students will be able to:	Text Types
• understand the main idea and supporting details in a text • understand the structure and conventions of different text types draw inferences in order to identify the points of view in a text, distinguishing fact from opinion • use a dictionary • follow the development of an argument in a text and use this knowledge as needed • identify the attitudes of the writer • integrate information	• article • descriptive texts such as personal account/ human interest article • informative texts • interviews • report • reviews such as books, films

Written Presentation

Students will be able to:	Task Types
• express ideas and opinions about general topics and experiences use main and supporting ideas • present an argument for or against a particular point of view	• composition • letter: formal, semiformal such as letter to the editor • opinion on a given subject such as for and against

Three Point Oral Examination (016111)

Part One: Interview

Students will be able to:	Task
- answer questions about familiar topics and everyday situations such as family, school, personal interests and also about general topics, such as current events, future plans - express feelings, likes and dislikes - express personal wishes and opinions	interview

Part Two: Project Presentation and Interaction

Students will be able to:	Task
- present information on limited content - engage in a short conversation - answer questions about the project	- project presentation - project interaction: discussion on project

Four and Five Point Oral Examination (016111)

Part One: Extended Interview

Students will be able to:	Task
• answer questions about general topics, such as current events, future plans and also on a wide range of general topics, such as social and global issues • express personal wishes, ideas and opinions, providing in-depth explanations • engage in extended conversations, using language to suit context, audience and purpose	• interview

Part Two: Project Presentation and Interaction

Students will be able to:	Task
• present information taken from different sources • present information in-depth, synthesizing information from various sources • present conclusions based on the integration of the results of information obtained through different means • answer questions about the project • engage in extended conversation, using language to suit context, audience and purpose	• project presentation • project interaction: discussion on project

Performance Task for One Point

In addition to the descriptions of what students will be able to do in the different modules, students will be able to:	Task
• design a means for collecting information, such as a questionnaire, and list the results. • extract information from visual data, such as timetables • use given criteria, such as a checklist, to prepare and improve presentations.	• performance task

Project Work for Four and Five Points

In addition to the descriptions of what students will be able to do in the different modules, students will be able to:	Task
• design different means for collecting information, such as a questionnaires, surveys and interviews and report on the results. • interpret and transfer information extracted from visual data, such as graphs, diagrams • integrate information for a specific purpose. • react to the content of something read. • present conclusions based on the integration of the results of information obtained through different means. • review and edit presentations based on feedback from peers and/or teacher. • redraft a presentation, using a variety of tools such as a spell checker.	• project

Extensive Reading

In addition to the descriptions of what students will be able to do in the different modules, students will be able to:	Task
• communicate a persona response to a literary texts • express ideas and opinions about literary texts • broaden their horizons	• Two books for one- and three- point students • Four books for four- and five-point students