JORDAN HIGH NOTE First Semester Plan

**Class/Level: 12th Grade Unit 1 : Identity Duration :24 \ 8 -- 11 \ 9**

**Pages SB : 4 to 13 AB: 4 to 11 NO. of Classes 20**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | **Strategy** |
| I feel satisfied with---------------------------------Challenges that faced me-----------------------------------------Suggestions for improvement----------------------------------- | Using the internet.Using the computer.Preparing PowerPoint shows.Using the library.Writing reports. | ChecklistRating Scale | ObservationSelf-assessmentPerformance-Based Assessment-Pencil & paperAchievement-Test | -Presentation -Working in groups & in pairs - Discussion - Direct question- Critical thinking, Project | Students' booksActivity booksWhite boardFlash cardsLaptopInteractive WorksheetPhone Bluetooth Speaker  | **Students are expected to:** - evaluate main ideas and supporting details; - use social cues and visual imagery to help construct meaning and make inferences; - stress of multisyllabic words using learnt rules to guess stress of new words - phrase words into thought groups and pausing between the phrases; - explain concepts/ideas in an organised manner using examples or details;- generate effective critical thinking into primary issues in a given topic in a debate; - express chronological development, comparison, contrast, cause and effect - follow the SQRRR (SQ3R) reading strategy;- speed up reading by skipping unknown words; - monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text- assess their own writing for both organisation and content using writing standards - analys visual texts, communicating understanding through oral, written and visual media (advertisement, poster, newspaper report);- examine how visual and written information work together to make meaning more explicit. | 12345678910111213 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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**First Semester Plan**

**Class/Level: 12th Grade Unit 2 : On the move Duration : 14 \ 9 -- 7 \ 10**

**Pages SB : 14 to 25 AB: 12 to 19 NO. of Classes 20**

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| --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with-----------------------------------------------------------Challenges that faced me---------------------------------------------------------Suggestions for improvement----------------------- | Using the internet.Using the computer.Preparing PowerPoint shows.Using the library.Writing reports | ChecklistRating Scale | ObservationSelf-assessmentPerformance-Based Assessment-Pencil & paperAchievement-Test | -Presentation -Working in groups & in pairs  - Discussion -Direct question -Critical thinking, Project | Students' booksActivity booksWhite boardFlash cardsLaptop Interactive WorksheetPhone Bluetooth Speaker  | **Students are expected to:** - evaluate main ideas and supporting details; - discuss the objectivity of information and speaker; - recognise the idiomatic expressions in familiar situations - phrase words into thought groups and pausing between the phrases; - explain concepts/ideas in an organised manner using examples or details; - generate effective critical thinking into primary issues in a given topic in a debate; - work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed  - follow the SQRRR (SQ3R) reading strategy; - speed up reading by skipping unknown words; - monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text  - assess their own writing for both organisation and content using writing standards; - examin modes of persuasion in a written piece - respond orally and in writing to visual texts | 12345678910111213 |

 General information about students: Prepared by: School principal Date:……………….. signature…………………….

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First Semester Plan

**Class/Level: 12th Grade Unit 3 : Hard sell Duration : 8 \ 10 -- 30 \ 10 Pages SB :26 to 35 AB: 20 to 27 NO. of Classes 20**

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| --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with-----------------------------------------------------------Challenges that faced me----------------------------------------------------------Suggestions for improvement------------------------------------ | Using the internet.Using the computer.Preparing PowerPoint shows.Using the library.Writing reports | ChecklistRating Scale | ObservationSelf-assessmentPerformance-Based Assessment-Pencil & paperAchievement-Test | - Presentation -Working in groups & in pairs  - Discussion -Direct question -Critical thinking, Project  | Students' booksActivity booksWhite boardFlash cardsLaptop Interactive WorksheetPhone Bluetooth Speaker | **Students are expected to:** - predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions); - take notes and summarise main points - explain concepts/ideas in an organised manner using examples or details; - generate effective critical thinking into primary issues in a given topic in a debate Reading: - follow the SQRRR (SQ3R) reading strategy; - identify the author’s purpose, tone, and line of reasoning  - write narrative, descriptive and persuasive essays on various topics; - using paraphrasing and citation methods - examine how visual and written information work together to make meaning more explicit. | 123456789 |

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First Semester Plan

**Class/Level: 12th Grade Unit 4 : Tastes Duration : 2 \ 11 -- 25 \ 11 Pages SB :36 to 47 AB: 28 to 35 NO. of Classes 20**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with--------------------------------------------------------------Challenges that faced me----------------------------------------------------Suggestions for improvement-------------------------------------------------------------------- | Using the internet.Using the computer.Preparing PowerPoint shows.Using the library.Writing reports | ChecklistRating Scale | ObservationSelf-assessmentPerformance-Based Assessment-Pencil & paperAchievement-Test | Presentation -Working in groups & in pairs  - Discussion -Direct question -Critical thinking, Project  | Students' booksActivity booksWhite boardFlash cardsLaptop Interactive WorksheetPhone Bluetooth Speaker | **Students are expected to:** - evaluating main ideas and supporting details; - tak notes and summarising main points - speak fluently and accurately using a variety of structures and without lapses and hesitations; - explain concepts/ideas in an organised manner using examples or details; - work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed - follow the SQRRR (SQ3R) reading strategy; - select an appropriate reading strategy to understand a text; evaluating argument and reasoning  - use posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects - analyze visual texts, communicating - understanding through oral, written and visual media (advertisement, poster, newspaper report); - select examples (dominant images, use of colour, texture, symbolism) to achieve a particular impact; - examine how visual and written information work together to make meaning more explicit | 12345678 9101112 |

 General information about students: Prepared by: School principal Date:……………….. signature…………………….

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First Semester Plan

**Class/Level: 12th Grade Unit 5 : Do your best Duration : 26 \ 11 -- 18 \ 12**

**Pages SB :48 to 57 AB: 36 to 42 NO. of Classes 20**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | **Instructional Strategies** | **Material / Resources** | Outcomes | No.  |
| **Tool** | Strategy |
| I feel satisfied with------------------------------------------Challenges that faced me---------------------------------------------Suggestions for improvement------------------------------------------------ | Using the internet.Using the computer.Preparing PowerPoint shows.Using the library.Writing reports | ChecklistRating Scale | ObservationSelf-assessmentPerformance-Based Assessment-Pencil & paperAchievement-Test | - Presentation -Working in groups & in pairs  - Discussion -Direct question -Critical thinking, Project  | Students' booksActivity booksWhite boardFlash cardsLaptop Interactive WorksheetPhone Bluetooth Speaker | **Students are expected to:** - evaluate main ideas and support details; - predict content of discourse types/genre that follow common patterns;- recognise the idiomatic expressions; - identify and correctly using patterns of word changes; - speak fluently and accurately using a variety of structures and without lapses and hesitations; - generate effective critical thinking into primary issues in a given topic in a debate; - work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed following the SQRRR (SQ3R) reading strategy; - speed up reading by skipping unknown words; - use semantic mapping or clustering writing narrative, descriptive and persuasive essays on various topics; - assess their own writing for both organisation and content using writing standards; - journal any debatable social topic examining how visual and written information work together to make meaning more explicit; |  1234567891011 |

 General information about students: Prepared by: School principal Date:……………….. signature…………………….

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**Content Analysis**

**Subject: English**

Class/ Level: 12th First semester Unit1 : Identity Pages SB : 4 to 17

| Pronunciation | Attitudes & values  | Functions  | Structures  | Vocabulary. terms expressions  | Topic & themes |
| --- | --- | --- | --- | --- | --- |
| Syllables with the main stress  | Self-awarenessCommunication Respect  | Talking about personality and keeping conversations | Continuous and perfect tenses | Personality adjectives and fixed expressions Compound adjectives idiomatic phrases Verbs for thinking and understanding | (1)Identity |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 12th First semester Unit (2): On the move Pages SB : 18 to 31

| Pronunciation | Attitudes & values  | Functions  | Structures  | Vocabulary. terms expressions  | Topic & themes |
| --- | --- | --- | --- | --- | --- |
|   | Openness Problem-solving Communication  | Talking about travel and making choices | Inversion and cleft sentences | Verbs of movement, idioms related to movement, travel verbs Idioms  Vocabulary related to public transport  Phrasal nouns Adverb-adjective collocations | (2)On the move |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 12th First semester Unit (3): hard sell Pages SB : 32 to 39

| Pronunciation | Attitudes & values  | Functions  | Structures  | Vocabulary. terms expressions  | Topic & themes |
| --- | --- | --- | --- | --- | --- |
| Weak pronunciation (contracted forms, verb to be in the Passive)  | Critical thinking PersuasionDecision-making  |  Talking about business and negotiating  | The Passive | Business-related vocabulary, compound nouns, phrasal verbs Compound nouns  Opinion and attitude adjectives, synonyms for persuade  Vocabulary related to economics  Vocabulary related to shopping | (3)Hard sell  |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 12th First semester Unit (4): Tastes Pages SB : 40 to 49

| Pronunciation | Attitudes & values  | Functions  | Structures  | Vocabulary. terms expressions  | Topic & themes |
| --- | --- | --- | --- | --- | --- |
|  | Creativity problem-solving cultural awareness | Talking about food and suggesting solutions | Advanced conditional structures, Inversion in conditional forms | Adjectives to describe food, Partitives. Verbs related to senses of eating Vocabulary related to table manners Vocabulary for a restaurant review | (4)Tastes |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 12th First semester Unit Title (5): Do your best Pages 50 to 58

| Pronunciation | Attitudes & values  | Functions  | Structures  | Vocabulary. terms expressions | Topic & themes |
| --- | --- | --- | --- | --- | --- |
| Word stress in sentences with modal verbsWord clusters in fast speechFall-rise intonation | Motivationself-disciplineperseverance |  Talking about study habits and exam experiences | Modal and related verbs  | Idioms related to studying, collocations with attempt and effort,verbs + dependent prepositions; Verbs + dependent prepositions Vocabulary related to sporting success and motivation Prepositional phrases related to discipline and motivation | (5)Do your best |

Form # QF71- 1- 49rev. a

تم اعداد هذا التحليل من قبل

مجموعة معلمي اللغة الإنجليزية في الأردن

على تطبيق تليغرام

JT-EG

جزاهم الله خيرا وبارك بأوقاتهم وأعمالهم

 وادامهم سندا لكل معلم

رابط الانضمام للمجموعة

https://t.me/+5zTq-jsNMzYyODVk

تم اعداد هذه الخطة من قبل

مجموعة معلمي اللغة الإنجليزية في الأردن

على تطبيق تلغرام

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 وادامهم سندا لكل معلم

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