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. | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | | -Presentation  -Working in groups & in pairs    - Discussion  - Direct question  - Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  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. | 1  2  3  4  5  6  7  8  9  10  11  12  13 |

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 | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | -Presentation  -Working in groups & in pairs    - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop    Interactive  Worksheet  Phone  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 | 1  2  3  4  5  6  7  8  9  10  11  12  13 |

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1…………………………...Supervisor Date:………………...signature……………………

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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | - Presentation  -Working in groups & in pairs    - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop    Interactive  Worksheet  Phone  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. | 1  2  3  4  5  6  7  8  9 |

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

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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**

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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 | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | Presentation  -Working in groups & in pairs    - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop    Interactive  Worksheet  Phone  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 | 1  2  3  4  5  6  7  8  9  10  11  12 |

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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 | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | - Presentation  -Working in groups & in pairs    - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop    Interactive  Worksheet  Phone  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; | 1  2  3  4  5  6  7  8  9  10  11 |

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

……………………………………………. 1…………………………...Supervisor Date:………………...signature……………………

**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-awareness  Communication  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  Persuasion  Decision-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 verbs  Word clusters in fast speech  Fall-rise intonation | Motivation  self-discipline  perseverance | 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

JT-EG

جزاهم الله خيرا وبارك بأوقاتهم وأعمالهم

وادامهم سندا لكل معلم

رابط الانضمام للمجموعة

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