JORDAN HIGH NOTE First Semester Plan

**Class/Level: 10th Grade Unit 1 :Looking goodDuration :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 :**  -analyse main ideas and supporting details;  - deduct motive and viewpoint; distinguishing literal and figurative meanings;  - discuss objectivity of information and speaker;  - use signal words to understand the relationships between ideas;  - provide constructive feedback on peers’ oral presentations;  - learn how to benefit from peers’ feedback Speaking:  - sustain 5–7-minute conversations; maintaining  - meaning dialogues of up to ten exchanges;  - elicit information from other students;  - present literary texts;  - anticipate the topic  - identify a central idea of a text;  - use writing strategies;  - use criteria to evaluate their writings ang analyse visual information by asking relevant questions and discussing intended meaning;  - explain why certain features of the visual text have been chosen;  - make inferences from explicit and implicit information;  - orally present ideas and opinions;  - respond to open ended questions on visual texts with examples and justification | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18 |

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

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**First Semester Plan**

**Class/Level: 10th Grade Unit 2 :The digital mindDuration :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:**  - analyse main ideas and supporting details;  - deduct motive and viewpoint, distinguishing literal and figurative meanings;  - discuss objectivity of information;  - provide constructive feedback on peers’ oral presentations;  - learn how to benefit from peers’ feedback Speaking:  - sustain 5–7-minute conversations; maintaining meaningful dialogues;  - elicit information from other students; debating regularly in a deliberative discussion; providing constructive feedback;  - use different structures for different purposes anticipating the topic;  - identify a central idea of a text;  - connect what is read;  - trace and evaluating an argument in a text, using writing strategies;  - use appropriate organisational patterns;  - use criteria to evaluate their writings  - analyse visual information;  - explain why certain features have been;  - deduct how certain conventions were used;  - make inferences from explicit and implicit information;  - deduc the relationship between visual & written information;  - orally present ideas and opinions on a variety of topics;  - respond to open-ended questions on visual texts with examples and justification | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20 |

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

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

First Semester Plan

**Class/Level: 10th Grade Unit 3 :Active and healthy Duration :8 \10--30 \10Pages 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 | 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:**  - analyse main ideas and supporting details;  - deduct motive and viewpoint;  - distinguish literal and figurative meanings; discussing objectivity; of information and speaker;  - use signal words to understand the sequence of relationships between ideas;  - provide constructive feedback on peers’ oral presentations;  - learn how to benefit from peers’ feedback  - sustain 5–7-minute conversations;  - maintain meaningful dialogues;  - elicit information from other students;  - narrate events using different tenses;  - debate regularly in a deliberative discussion;  - provide constructive feedback; and present literary texts;  - connect what is read with personal ideas and beliefs;  - trace and evaluating an argument and specific claims in a text;  - use writing strategies using appropriate organisational patterns;  - journal one’s writing process using criteria to evaluate writings andanalysing visual information;  - explain why certain features of the visual text have been chosen;  - deduct how certain conventions were used to influence the viewer’s attitude and opinions; making inferences;  - deduct the relationship between visual and written information;  - orally present ideas and opinions on a variety of topics;  - respond to open ended questions on visual texts with examples and justification; | 1  2  3  4  5  6  7  4  5  6  7  8  9  10  11  12  13  14  15  16  17 |

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

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First Semester Plan

**Class/Level: 10th Grade Unit 4 :Time to moveDuration :2 \11 --25 \11Pages 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:**  - deduct motive and viewpoint;  - discuss objectivity of information and speaker;  - use signal words to understand the sequence of and relationships between ideas;  - provide constructive feedback  - learn how to benefit from peers' feedback  - sustain 5–7-minute conversations;  - maintain meaningful dialogues of up to ten exchanges;  - make formal announcements;  - elicit information from other students; debating regularly;  - provide constructive feedback  - anticipate the topic;  - identify a central idea of a text and how it is conveyed;  - connect what is read with personal ideas and beliefs;  - trace and evaluating an argument  - use writing strategies;  - use appropriate organisational patterns; use criteria to evaluate their writings andanalyevisual information;  - explain why certain features of the visual text have been chosen;  - deduct how certain conventions were used to influence the viewer’s attitude and opinions;  - make inferences;  - deduct the relationship between visual and written information;  - orally present ideas and opinions on a variety of topics;  responding to open-ended | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21 |

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First Semester Plan

**Class/Level: 10th Grade Unit 5 :The next stepDuration :26\11--18\ 12**

**Pages SB :48 to 57 AB: 36 to 43 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:**  - deduct motive and viewpoint, citing supporting evidence;  - distinguish literal and figurative meanings;  - discuss objectivity of information and speaker;  - use signal words to understand the sequence of and relationships between ideas;  - provide constructive feedback; learning how to benefit from peers' feedback  - sustain 5–7-minute conversations;  - maintain meaningful dialogues;  - elicit information from other students;  - provide constructive feedback  - anticipate the topic;  - identify a central idea of a text and how it is conveyed;  - connect what is read with personal ideas and beliefs;  - trace and evaluat an argument and specific claims in a text;  - use writing strategies  - use appropriate organisational patterns;  - journal one's writing process  - use criteria to evaluate their writings  - analyse visual information; and explain why certain features of the visual text have been chosen;  - make inferences from explicit and implicit information;  - deduct the relationship between visual and written information;  - orally present ideas and opinions;  - respond to open-ended questions on visual texts with examples and justification | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22 |

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

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**Content Analysis**

**Subject: English**

Class/ Level: 10th First semester Unit1 : Looking good Pages SB : 4 to 13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| /ðə/ and /ðiː/  **-Word Stress**   |  |  | | --- | --- | |  | Stress key vocabulary related to identity and relationships (e.g., *ˈchildhood)* | | **-Communication and**  **Collaboration**  **-Respect for Diversity**  -**Responsibility** Learners are expected to give and receive constructive feedback, showing accountability in their learning process. | - **Expressing opinions** (e.g., "I think beauty is subjective.")  **Agreeing/Disagreeing**  Participating in debates or discussions.  **- Expressing feelings, thoughts, or possession** (e.g., "She believes in natural beauty.")/ state verbs   |  |  | | --- | --- | | **- Indefinite Articles (a/an)** |  |   Introducing something for the first time (e.g., "She wore a new dress.")   |  |  | | --- | --- | | **-Definite Article (the)** |  |   - Referring to something specific or known (e.g., "The fashion show was amazing.") | Present Simple and Continuous,  state and action verbs  Articles | - Verb phrases with dress    - Appearance, clothes,  footwear and accessories  - Facial features  - Phrasal verbs | (1)  Looking good |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 10th First semester Unit (2): The digital mind Pages SB : 14 to 25

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| - **Intonation**  Use rising/falling pitch to express opinions, ask questions, or show contrast | - **Collaboration and Peer Learning**  **- Constructive Communication** Emphasis on giving and receiving feedback, debating respectfully, and presenting ideas clearly reflects a value for thoughtful dialogue.  - **Respect for Diverse Opinions** | - **Describing observable or dynamic actions** (e.g., "They are analyzing visual texts.")/Action verbs  - **Describing facts and routines** in science and technology (e.g., "AI helps automate tasks.")  **- Talking about experiences or changes up to now** (e.g., "Technology has transformed education.") present perfect | Present Perfect Simple and Continuous  Verb patterns | Scientific research  Science, phrases with think and mind  Uses of drones  Health and computers | (2)  The digital mind |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 10th First semester Unit (3): Active and healthy Pages SB : 26 to 35

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| **Practicing pronunciation, stress, and intonation** | **- Health awareness**  Discussing healthy lifestyles and habits  - **Respect for perspectives**  **- Social responsibility**  **- Collaboration**  **- Empathy and compassion** | **- Explaining cause and effect in narratives** e.g., "She had already eaten before the workout."  **- Describing routines or habits that have changed** e.g., "I joined a fitness club last year."  - Showing sequence and cause-effect : (**Signal words (before, after, then, because)** | Past Simple,  Past Continuous and Past Perfect  Used to and would | Sports collocations  Sports, activities, fitness and exercise  Injuries, accidents and emergencies  Diet and nutrition | (3)  Active and healthy |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 10th First semester Unit (4): Time to move Pages SB : 36 to 47

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| **-Intonation**  Use rising/falling pitch to express advice, opinions, or questions   |  |  | | --- | --- | | **-Word Stress** |  | | - **Effective communication**  **- Cultural awareness**  **-** **Respecting different traditions and viewpoints**  **-** **Giving advice and recommendations with awareness of impact**  **-** **Valuing different perspectives in classroom discussions** | **- Modal and related verbs:** Giving advice / /Making recommendations/ /Warning/ Making assumptions /Expressing opinions/ Agreeing and disagreeing  **-Relative clauses:**  Describing people, places, and events.  Clarifying ideas in speech and writing  Connecting ideas in reading and visual interpretation  **- Reporting advice, opinions, announcements**  **(Reported Speech)** | Modal and related verbs  Relative clauses | Air travel    Holiday phrases  Travel essentials, travel phrases  City environments | (4)  Time to move |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 10th First semester Unit Title (5): The next step Pages 48 to 57

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| /s/ and /ʃ/ | **- Listening actively, agreeing/disagreeing respectfully, and valuing diverse opinions.**  **-Empathy**   |  | | --- | | Understanding others’ viewpoints in discussions and presentations.  **- persuasive communication**. | |  | | **-Expressing opinions:**  I believe that…, In my view…, It seems that  -**Clarifying ideas**  Let me rephrase that…, What I meant was*…*  **Future Continuous and Future Perfect** ( Use in : Presentations, Discussions, Predictions, and Writing) | Talking about the future  Future Continuous and Future Perfect | Personality adjectives  Phrasal verbs related to studying  Work and jobs  Future jobs | (5)  The next step |

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