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. | 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 :**-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 | 123456789101112131415161718 |

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

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

**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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:** - 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 | 1234567891011121314151617181920 |

 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:** - 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; | 12345674567891011121314151617 |

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

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

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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:** - 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  | 12345678 9101112131415161718192021 |

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

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

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 | 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:** - 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 | 12345678910111213141516171819202122 |

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

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

**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 |

Form # QF71- 1- 49rev. a