JORDAN HIGH NOTE First Semester Plan

**Class/Level: 11th Grade Unit 1 : Get the message 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 :**  -Read about and Understand an article about how animals communicate.  -Understand a radio interview about emotional intelligence.  -Use vocabulary related to Collocations with contact, message and touch, phrasal verbs, emotion adjectives.  -Talk about Expressing emotions.  - Use Present and past tenses, question tags, echo questions.  -Write An analytical essay.  -view and present grammar, animals, conversations, emotional intelligence, emotions. | 1  2  3  4  5  6  7 |

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

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First Semester Plan

**Class/Level: 11th Grade Unit 2 : Looking ahead 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:**  -Read about and Understand an article about saving all animals.  -Understand a lecture about climate change.  -Use vocabulary related to Cause and effect phrases, compound nouns for threats to the environment, describing wildlife and threats to wildlife  -Talk about Problem solving.  - Use Future forms for predictions, plans and hopes.  -Write A formal email.  -view and present environment, weather, climate change, extinction, problem-solving, future plans, give a presentation. | 1  2  3  4  5  6  7 |

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

First Semester Plan

**Class/Level: 11th Grade Unit 3 : Influences 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 | 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:**    -Read about and understand a summary of Oliver Twist.  -Understand a radio programme about life events.  -Use vocabulary related to Behaviour, life events.  -Talk about Generalising.  - Use Past and present habits, defining and non-defining relative clauses, participle clauses.  -Write An opinion essay.  -view and present family, being kind, phrases, celebrities, books, technology, characteristics. | 1  2  3  4  5  6 |

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First Semester Plan

**Class/Level: 11th Grade Unit 4 : Inside story 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:**    -Read about and understand two newspaper reports.  -Understand a radio programme about famous photos.  -Use vocabulary related to News reporting, collocations, noun suffixes.  -Talk about Telling anecdotes.  - Use Narrative tenses, Past Perfect Simple and Continuous, negative inversion.  -Write a story.  -view and present fake news, journalism, news stories, photos, anecdotes, debating. | 1  2  3  4  5  6  7 |

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

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First Semester Plan

**Class/Level: 11th Grade Unit 5 : Making sense of the senses Duration : 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:**    -Read about and an article about an amazing blind woman.  -Understand a podcast about the history of ketchup.  -Use vocabulary related to The senses, food and cooking.  -Talk about Asking and answering about preferences.  - Use Gerunds and infinitives, used to, be/get used to, verbs with gerunds and infinitives (change in meaning).  -Write A review.  -view and present senses, disabilities, condiments, preferences, museums. | 1  2  3  4  5  6  7 |

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

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**Content Analysis**

**Subject: English**

Class/ Level: 11th First semester Unit Title (1): Get the message Pages SB : 5 to 15

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| Intonation patterns | To know how to communicate | Expressing emotions  Understanding a radio interview about emotional intelligence  Understanding an article about how animals communicate  Writing An analytical essay | Present and past tenses, question tags, echo questions | Collocations with contact, message and touch, phrasal verbs, emotion adjectives  Idioms and phrases related to communication | (1)  Get the message |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 11th First semester Unit Title (2): Looking ahead Pages SB : 16 to 29

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| Stress in compound nouns | To know how to save the planet.  Use Renewable  Resources.  Solve problems | Understanding a lecture about climate change.  Writing a formal email.  Solving Problems.  Understanding an article about saving all animals. | Future forms for predictions, plans and hopes | Cause and effect phrases, compound nouns for threats to the environment, describing wildlife and threats to wildlife | (2)  Looking ahead |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 11th First semester Unit Title (3): Influences Pages SB : 30 to 41

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| Stress patterns in adjectives | To know how to Distinguish between facts and opinions  Positive behavior | Understanding a summary of Oliver Twist.  -Understanding a radio programme about life events.  Talking about Generalizing.  Writing An opinion essay. | Past and present habits, defining and non-defining relative clauses, participle clauses. | Behaviors, life events. | (3)  Influences |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 11th First semester Unit Title (4): Inside story Pages SB : 31 to 55

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| Stress patterns in adjectives | To know How to be good at debating  Supporting ideas | Understanding two newspaper reports.  - Understanding a radio programme about famous photos.  Talking about Telling anecdotes.  Writing a story. | Narrative tenses, Past Perfect Simple and Continuous, negative inversion. | News reporting, collocations, noun suffixes. | (4)  Inside story |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 11th First semester Unit Title (5): Making sense of the senses Pages SB : 56 to 67

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Attitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| Stress in international food words | To know How to understand  different disabilities  respecting others | Understanding an article about an amazing blind woman.  - Understanding a podcast about the history of ketchup.  Asking and answering about preferences.  Writing A review. | Gerunds and infinitives, used to, be/get used to, verbs with gerunds and infinitives (change in meaning). | Senses, food and cooking.. | (5)  Making sense of the senses |

Form # QF71- 1- 49rev. a