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. | 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 :**-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.  | 1234567 |

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

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

 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 | 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 WorksheetPhoneBluetooth 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. | 1234567 |

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

 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:**  -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.  | 123456 |

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

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

 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:**  -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. | 1234567 |

 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 | 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:**  -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. | 1234567 |

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

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

**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 emotionsUnderstanding a radio interview about emotional intelligenceUnderstanding an article about how animals communicateWriting An analytical essay | Present and past tenses, question tags, echo questions | Collocations with contact, message and touch, phrasal verbs, emotion adjectivesIdioms 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 opinionsPositive 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 debatingSupporting 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 understanddifferent disabilitiesrespecting 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