

First semester

Tenth grade

Unit one

Unit Title : Starting outClass/Level 10<sup>th</sup> grade  
business ideaLesson Title: a newNumber of classes: 3Date : From    /    To    /   Previous Learning:     -    Vertical Integration: Action Pack 9Horizontal Integration:     -    

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use dictionaries and glossaries to confirm and clarify word meanings.	S. B	1: 4,7,8,	3: 1, 2	1	<ul style="list-style-type: none"><li>• Warm up qs.</li><li>• S. do before you begin qs in pairs then read the reading strategies. And T. checks.</li></ul>	5
2	To use context to guess the meaning of new words.	Dictionary	9	4: 3	2		<ul style="list-style-type: none"><li>• S. read the text then answer the comprehension qs in groups. And T. checks and helps.</li><li>• S. in pairs do the grammar and speaking exercises. And T. checks.</li></ul>
3	To use reading strategies to understand an authentic informational text.	Glossary				3: 6, 7,8	
4	To identify the main ideas in an informational text about business plans.	Cassette				<ul style="list-style-type: none"><li>• S. do A.B. exercises in groups and pairs</li></ul>	10
5	To demonstrate understanding of an authentic informational text by answering questions.	A.B					5
6	To consolidate the grammar learnt in Action Pack 9.						
7	To engage in a discussion to exchange interests using meaningful sentences.						

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Semester Plan No ( 1 )  
1 )

# Lesson Plan

Page No (

Class/Level 10<sup>th</sup> grade  
inventor

Unit Title : Starting out

Lesson Title: A young

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: Action Pack 9

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use pictures to participate in a simple discussion.	S.B	1: 4,7, 9	3: 1, 2	1	• S. answer the pre reading qs in pairs.	5
2	To demonstrate understanding of an authentic informational text by answering questions.	A.B	3:	4:	2	• T. checks.	5
3	To make connections between a reading text about inventions and personal ideas and beliefs.	Dictionary	1,7,8	3		• S. read the story and answer the qs in groups.	15
4	To take part in a debate using expressions related to agreement and disagreement.	Glossary	:4 1	:1 7		• T. checks and helps. • S. do the A.B. exercises in groups and pairs.	5 10

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : Starting out

Class/Level 10<sup>th</sup> grade  
writing, ...

Lesson Title: Listening/ speaking and

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To synthesise information after listening to an authentic text .	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. answer the pre-listening q in pairs.</li> <li>T. checks and helps.</li> <li>S. in pairs listen and answer the q. then listen to complete.</li> <li>T. checks and helps.</li> <li>S. do the reading and writing exercises in groups and then do A.B exercises.</li> </ul>	5
2	To transform information to a visual text.	Cassette					5
3	To engage in a discussion to exchange information about routine tasks.	A.B	3: 1,7,8	4: 3	2		15
4	To write two paragraphs describing a new product.						5
							15

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : Starting outClass/Level 10<sup>th</sup> gradeLesson Title: jobadvertisements Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
5	To read functional material (job advertisements) for a variety of purposes.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>T. checks the A.B exercises.</li> <li>S. in groups read the advertisements and answer the qs.</li> <li>T. checks and helps.</li> <li>S. read the writing strategies then in pairs do the exercises.</li> <li>T. checks and helps.</li> <li>S. do the A.B exercises in groups and pairs.</li> </ul>	2
		Cassette	3: 1,7,8	4: 3	2		15
		A.B					3 18
							2 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Tenth grade

Module two

Unit one

Semester Plan No ( 2 )  
No ( 1 )

## Lesson Plan

Page

Unit Title : The natural world (Rainforests)

Class/Level 10<sup>th</sup> grade

Lesson Title: A hidden world

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use context to guess the meanings of new words.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>Before you begin qs in groups: S. listen to the tape and answer the qs then find the words in the glossary.</li> <li>T. checks and helps.</li> <li>S. in pairs read the text and answer the pre-reading q.</li> </ul>	5
2	To use dictionaries and glossaries to confirm and clarify word meaning.	Dictionary	3: 1,7,8	4: 3	2		20
3	To respond to analytical questions before, during and after listening to an article about rain forests.	Glossary  Cassette  A.B	4: 3	1: 4			5  15

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : The natural world (Rainforests)Class/Level 10<sup>th</sup> gradeLesson Title: A hidden world

Number of classes: \_\_\_\_\_

Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To respond to analytical questions before, during and after listening to an article about rain forests.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. in pairs read the text and answer the qs.</li> <li>T. checks and helps.</li> <li>S. read the quotation and make an open discussion with each other and T. helps.</li> </ul>	10 5 10
5	To use the Present Perfect Simple with yet and already to engage in a discussion about household tasks.	Dictionary Glossary Cassette A.B	3: 1,7,8 4: 3	4: 3 1: 4	2	<ul style="list-style-type: none"> <li>S. do the grammar exercises in groups and conclude the rules.</li> <li>T. checks and helps.</li> <li>S. do A.B in groups and pairs.</li> </ul>	10 3 7

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



Semester Plan No ( 2 )  
No ( 1 )

## Lesson Plan

Page

Unit Title : The natural world (Rainforests)

Class/Level 10<sup>th</sup> grade  
comprehension Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Vocabulary, listening,

Previous Learning: \_\_\_\_\_  
geography

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate understanding of new vocabulary by matching information with pictures.	S.B  Dictionary	1: 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>S. do the vocabulary exercises in pairs.</li> <li>T. checks and helps.</li> </ul>	5 10 5
2	To develop strategies of active listening to answer questions about life on Earth.	Glossary-  Cassette	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>S. read the listening strategies and then the listening exercises in groups.</li> <li>T. checks and helps.</li> </ul>	15 5
3	To pronounce final -r.	A.B				<ul style="list-style-type: none"> <li>T. plays the pronunciation exercise.</li> </ul>	5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : The natural world (Rainforests)Class/Level 10<sup>th</sup> grade  
speaking, writing Number of classes: \_\_\_\_\_Lesson Title: Reading

Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
geography

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To use context to guess the meanings of new words.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. in groups do the reading exercise.</li> <li>T. checks.</li> </ul>	10 5
5	To engage in a small discussion about saving rainforests.	Dictionary	3: 1, 7, 8	4: 3	2	<ul style="list-style-type: none"> <li>S. read the speaking strategies and in groups do the speaking exercise</li> <li>T. checks and helps.</li> </ul>	15 2
6	To write a short paragraph with a solution to a problem.	Glossary-  Cassette  A.B				<ul style="list-style-type: none"> <li>S. do the writing exercise and then the A.B in groups and pairs.</li> </ul>	13

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : The natural world (Rainforests)

Class/Level 10<sup>th</sup> grade  
vocabulary Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Reading, grammar,

Previous Learning: \_\_\_\_\_  
studies

Vertical Integration: \_\_\_\_\_

Horizontal Integration: social

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use photographs to make guesses.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up (pre reading) question.</li> <li>S. read the letter and then answer the question in pairs.</li> </ul>	5 10
2	To develop reading strategies to find specific information in an email about a visit to Jordan.	A.B	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>T. checks and helps.</li> <li>S. do the grammar exercises in groups and pairs.</li> <li>T. checks.</li> </ul>	5 10
3	To sort, organise and classify data into a table.					<ul style="list-style-type: none"> <li>S. do A.B in groups and pairs.</li> <li>S. do the vocabulary exercise in pairs.</li> </ul>	5 5 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : The natural world (Rainforests)Class/Level 10<sup>th</sup> grade  
and writing Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Reading, speakingPrevious Learning: \_\_\_\_\_  
studies

Vertical Integration: \_\_\_\_\_

Horizontal Integration: social

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To compare and contrast relevant notes in pairs after reading an article about old trees.  To take part in a simple authentic presentation to the class about the oldest trees in the world.  To transform notes and information to a linear text.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	• S. warm up qs. • S. read the leaflet and then answer the pre reading question in pairs.	5 10
5		A.B	3: 1,7,8	4: 3	2	• T. checks and helps. • S. in pairs compare and contrast two trees, and T. checks.	5 10
6			:4 8	:1 1		• S. model the leaflet to make their own presentations about two other old trees • S. do A.B in groups and pairs.	10 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Tenth grade

Module two

Unit two

Unit Title : The natural world (Treasures of the earth)

Class/Level 10<sup>th</sup> grade  
earth

Lesson Title: Treasures of the

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use photographs to answer questions.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>Before you begin qs in groups: try to answer the qs then find the words in the glossary.</li> <li>T. checks and helps.</li> <li>S. in pairs listen to and read the text and answer the pre-reading q.</li> </ul>	5
2	To use dictionaries and glossaries to confirm and clarify word meaning.	Dictionary Glossary	3: 1,7,8	4: 3	2		15
3	To demonstrate understanding of new vocabulary by answering a quiz about precious stones.	Cassette A.B	4: 3	1: 4			5 20

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : The natural world (Treasures of the earth)Class/Level 10<sup>th</sup> grade  
earthLesson Title: Treasures of the

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To respond to analytical questions before, during and after listening to a quiz.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	• S. in pairs listen to and read the text and answer the qs.	10
5	To use modal verbs of possibility to complete a dialogue.	Dictionary Glossary	3: 1,7,8	4: 3	2	• T. checks and helps.	5
		Cassette	4: 3	1: 4		• S. read the research box and T. sets it as a home work.	5
6	To use classroom objects to participate in a guessing game.	A.B				• S. do the grammar exercises in groups and conclude the rules.	15
						• T. checks and helps.	3
						• S. do A.B in groups and pairs.	7

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : The natural world (Treasures of the earth)

Class/Level 10<sup>th</sup> grade  
comprehension Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Vocabulary, listening,

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate understanding of a listening text by answering questions.	S.B  Dictionary	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>• Warm up qs.</li> <li>• S. do the 1<sup>st</sup> listening exercise in pairs.</li> <li>• T. checks.</li> </ul>	2 10 3
2	To develop reading strategies to complete a text with gaps.	Glossary-  Cassette  A.B	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>• S. listen again and answer the qs in groups.</li> <li>• T. checks and helps.</li> <li>• S. read the reading strategies and then read and complete the text with the words in groups.</li> <li>• T. checks and helps.</li> </ul>	15 5 7 3

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



Unit Title : The natural world (Treasures of  
the earth)Class/Level 10<sup>th</sup> grade  
speaking, writing Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Reading,

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
3	To respond to analytical questions after reading an informational article.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. in pairs read and answer the qs.</li> <li>T. checks.</li> </ul>	15 5
4	To engage in a discussion to encourage all members in a group to take part in a speaking activity.	Dictionary  Glossary-	3: 1, 7, 8	4: 3	2	<ul style="list-style-type: none"> <li>S. follow the speaking exercise and in groups do the speaking discussions.</li> <li>T. checks and helps.</li> </ul>	10 2
5	To write a short description about a chosen precious stone.	A.B				<ul style="list-style-type: none"> <li>S. do the writing exercise and then the A.B in groups and pairs.</li> </ul>	13

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : The natural world (Treasures of the earth)

Class/Level 10<sup>th</sup> grade  
pronunciation Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: Reading, comprehension,

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to analytical questions before, during and after reading an informational article about a museum in Jordan.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up (pre reading) question.</li> <li>S. read the article and check the pre-reading q. and then read again and answer the question in groups.</li> <li>T. checks and helps.</li> <li>S. do the pronunciation in pairs find out the proverb, translate it and discuss it.</li> <li>T. checks.</li> </ul>	5
		A.B	3: 1,7,8	4: 3	2		20
2	To engage in a peer discussion about museums.		4: 3	1: 4			5
							10
							5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : The natural world (Treasures of  
the earth)Class/Level 10<sup>th</sup> grade  
and writing\_ Number of classes:\_\_\_\_\_

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson Title: Reading, speakingPrevious Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
3	To participate in a discussion to encourage all members in a group to take part in a speaking activity.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. pre-reading q.</li> <li>S. read the text, fill in the blanks and then check their answer to the pre-reading q and listen to check the blanks in pairs.</li> <li>T. checks and helps.</li> <li>S. in groups choose a treasure and describe it by answering the qs, and T. checks.</li> <li>S. write a short description to their treasures.</li> <li>S. do A.B in groups and pairs.</li> </ul>	5
4		A.B	3: 1,7,8	4: 3	2		13
5	To pronounce words in a proverb.		:4 3	:1 4			5
	To write a short description of a treasure.						15
							7
							5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_

Tenth grade  
Module three  
Unit three

Unit Title : Science (The Nobel Prize)

Class/Level 10<sup>th</sup> grade  
scientists

Lesson Title: Super

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
science

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use photographs to participate in a discussion about scientists.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>Before you begin qs in groups: try to answer the qs then find the words in the glossary.</li> <li>T. checks and helps.</li> <li>S. in pairs listen to and read the text and answer the pre-reading q. then they read and answer the qs</li> </ul>	5 15
2	To use dictionaries and glossaries to confirm and clarify word meaning.	Dictionary	3: 1,7,8	4: 3	2		5
3	To respond to analytical questions before, during and after listening to an article about Nobel- Prize winning scientists.	Glossary  Cassette  A.B	4: 3	1: 4			20

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : Science (The Nobel Prize)Class/Level 10<sup>th</sup> grade  
scientistsLesson Title: Super

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
science

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To pronounce a in different ways.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>T. checks the answers and helps.</li> <li>S. listen to the words and do the pronunciation exercise in pairs. Then , T. checks.</li> <li>S. do the grammar exercises in groups and conclude the rules.</li> <li>T. checks and helps.</li> <li>S. read the speaking strategies and then do the exercise in pairs.</li> </ul>	5
5	To engage in a discussion about annoying habits using the present continuous.	Dictionary Glossary	3: 1,7,8	4: 3	2		12
		Cassette	4: 3	1: 4			15
		A.B					3 10

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : Science (The Nobel Prize)

Class/Level 10<sup>th</sup> grade

Lesson Title : Reading and vocabulary, speaking,

listening Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate understanding of an informational text by completing a summary of it.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	• Warm up qs.	2
2	To transform information from a visual to a linear text.	Dictionary	3: 1,7,8	4: 3	2	• S. do the reading and vocabulary exe in groups. • T. checks. • S. match the columns and make sentences in pairs. • T. checks and helps.	10 3 15 5
3	To demonstrate understanding of a listening text by answering questions.	Glossary- Cassette A.B				• S. listen about Alfred Nobel and complete the table then answer the qs and then check with partners. • T. checks and helps.	7 3

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : Science (The Nobel Prize)Class/Level 10<sup>th</sup> gradeLesson Title: Readingspeaking, writing Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	To respond to analytical questions before, during and after reading a text about Nobel - Prize conferences in Petra.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	• Pre reading q then s. read to check. • S. read the text and answer the qs in groups	5 10
5	To engage in a discussion about Nobel - Prize winners and exchange ideas.	Dictionary Glossary-	3: 1, 7, 8	4: 3	2	• T. checks and helps. • S. in groups do the speaking exe, then the writing individually.	5 10
6	To write a short text about a chosen Nobel - Prize winner.	A.B	:4 3	1: 4		• T. checks • S. do the writing exercise and then the A.B in groups and pairs.	5 10

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



Semester Plan No ( 3 )  
No ( 1 )

## Lesson Plan

Page

Unit Title : Science (The Nobel Prize)

Class/Level 10<sup>th</sup> grade

Lesson Title: Vocabulary

Reading Number of classes: \_\_\_\_\_

Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: present continuous

Vertical Integration: 7<sup>th</sup> & 8<sup>th</sup> grades

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use dictionaries and glossaries to confirm and clarify word meaning.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>S. put the words in the correct places in pairs.</li> </ul>	5 15
2	To identify the main idea in a letter and explain how the details support the main idea.	A.B	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>T. checks and helps.</li> <li>S. read the letters to answer the pre-reading qs in groups.</li> <li>T. checks.</li> </ul>	5 15 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : Science (The Nobel Prize)Class/Level 10<sup>th</sup> grade  
and writing Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lesson Title: Grammar, speakingPrevious Learning: present continuous scienceVertical Integration: 7<sup>th</sup> & 8<sup>th</sup> grades

Horizontal Integration: \_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
3	To engage in a discussion to understand and clarify main ideas using the Present Continuous and pictures.  To write a letter about a school project	S.B	1: 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. read the 2<sup>nd</sup> letter again and order the events in pairs.</li> <li>T. checks and helps.</li> <li>S. in pairs do the grammar and speaking exercises.</li> <li>T. checks and helps</li> <li>S. write a letter to a relative and T. helps.</li> <li>S. do A.B in groups.</li> </ul>	10
4		A.B	3: 1,7,8	4: 3	2		5
			:4 3	:1 4			13 2 10 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Tenth grade  
Module three  
Unit four

Unit Title : Science (Science and scientists)

Class/Level 10<sup>th</sup> grade  
matters

Lesson Title: Science

Number of classes: \_\_\_\_\_ Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
science

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use pictures to make guesses.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>Warm up qs.</li> <li>Before you begin qs in groups: S. read the words and find difficult ones in glossary and then answer the qs.</li> </ul>	5
2	To use context to guess the meaning of new words.	Dictionary	3: 1,7,8	4: 3	2		20
3	To use dictionaries and glossaries to confirm and clarify word meaning.	Glossary	4: 3	1: 4		<ul style="list-style-type: none"> <li>T. checks and helps.</li> </ul>	5
4	To listen to an informational text to get background information on science.	Cassette A.B				<ul style="list-style-type: none"> <li>S. in pairs read the text and answer the pre-reading q.</li> </ul>	15

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title : : Science (Science and scientists)Class/Level 10<sup>th</sup> grade  
mattersLesson Title: Science

Number of classes: \_\_\_\_\_

Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Previous Learning: \_\_\_\_\_  
\_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
5	To respond to analytical questions after reading an informational article about science.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>• Warm up qs.</li> <li>• S. in pairs read the text and answer the comprehension qs.</li> </ul>	5 15
6	To identify the difference between state and dynamic verbs.	Dictionary Glossary	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>• T. checks and helps.</li> <li>• S. do the grammar exercises in groups and conclude the rules.</li> </ul>	5 10
		Cassette	4: 3	1: 4		<ul style="list-style-type: none"> <li>• T. checks and helps.</li> <li>• S. do A.B in groups and pairs.</li> </ul>	3 7
		A.B	3	4			

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Semester Plan No ( 3 )  
No ( 1 )

# Lesson Plan

Page

Unit Title : Science (Science and scientists)

Class/Level 10<sup>th</sup> grade  
speaking

Lesson Title: speaking, listening,

Number of classes: \_\_\_\_\_

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: \_\_\_\_\_  
science

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Engage in a peer discussion to exchange interests and experiences using state and dynamic verbs.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"><li>• Warm up qs.</li><li>• S. ask and answer questions in pairs.</li><li>• T. checks and helps.</li></ul>	5
2		Dictionary	3: 1,7,8	4: 3	2		7
3		Demonstrate understanding of a listening text about science by answering true and false questions.	Glossary-  Cassette  A.B				
	Develop speaking strategies by giving opinion and supporting ideas with reasons.					<ul style="list-style-type: none"><li>• S. do the speaking exercise and T. supervises.</li></ul>	15  5  8

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_

Unit Title : Science (Science and scientists)Class/Level 10<sup>th</sup> grade  
comprehension Number of classes: \_\_\_\_\_Lesson Title: vocabulary, speaking, Reading,

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: science

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	Engage in a peer discussion about kinds of scientists.	S.B	1: 3, 4, 7, 8, 9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. in pairs do the vocabulary exercise.</li> <li>T. checks.</li> </ul>	10 5
5	Develop reading strategies to find specific information in a text.	Dictionary	3: 1, 7, 8	4: 3	2	<ul style="list-style-type: none"> <li>S. do the speaking exercise in pairs then read the text.</li> <li>T. checks and helps.</li> </ul>	14 2
6	Respond to analytical questions after reading an informational text about Ibn Al Haitham.	Glossary-  Cassette  A.B				<ul style="list-style-type: none"> <li>S. in groups do the comprehension exercise and then the A.B in groups.</li> <li>T. checks and helps.</li> </ul>	10 5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

Unit Title : Science (Science and scientists)

Class/Level 10<sup>th</sup> grade  
comprehension Number of classes: \_\_\_\_\_

Date : From \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_ / \_\_\_\_\_

Lesson Title: Reading and

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: science

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use pictures to make guesses.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	• Warm up (pre reading) question.	2
2	Use context to guess the meaning of new words.	A.B	3: 1,7,8	4: 3	2	• S. do the vocabulary exercise in pairs.	10
3	Use dictionaries and glossaries to confirm and clarify word meaning.					• T. checks.	3
4	Identify the objectivity of information provided by a speaker.					• S. read the article and then answer the pre reading question in pairs.	5
						• T. checks.	5
						• S. read the article and then answer the question in groups.	10
						• T. checks and helps.	5

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



Unit Title : Science (Science and scientists)Class/Level 10<sup>th</sup> grade  
reading Number of classes: \_\_\_\_\_

Date : From \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_

Lesson Title: pronunciation, speaking, writing,

Previous Learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: science

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4	Interpret reading material about higher education in Jordan by answering questions.	S.B	1: 4, 7, 8 ,9	3: 1, 2	1	<ul style="list-style-type: none"> <li>S. do the pronunciation in pairs.</li> <li>T. checks and helps.</li> </ul>	3 2
5		A.B	3: 1,7,8	4: 3	2	<ul style="list-style-type: none"> <li>S. in pairs do the speaking exercise, and T. checks.</li> </ul>	10
6	Paraphrase information, ideas and opinions in written reading material about higher education in Jordan.		2	:1 2		<ul style="list-style-type: none"> <li>S. read and carry out the experiment in pairs, then write about it. T. helps.</li> </ul>	15
	Develop writing strategies by writing a short report about a scientific experiment.					<ul style="list-style-type: none"> <li>S. do A.B in groups and groups.</li> </ul>	10

(Daily follow - up table)

Day & Date	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_