JORDAN HIGH NOTE First Semester Plan

**Class/Level: 10th Grade Unit 1 : Looking good 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 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: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…

**First Semester Plan**

**Class/Level: 10th Grade Unit 2 : The digital mind Duration : 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 cardsLaptop Interactive 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: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…

First Semester Plan

**Class/Level: 10th Grade Unit 3 : Active and healthy 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:** - 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 and analysing 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: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…

First Semester Plan

**Class/Level: 10th Grade Unit 4 : Time to move 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:** - 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 and analye 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; - 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: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…

First Semester Plan

**Class/Level: 10th Grade Unit 5 : The next step 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:** - 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: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…