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**

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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 :**  - 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 | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18 |

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**

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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:**  - 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 | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20 |

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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**

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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:**  - 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; | 1  2  3  4  5  6  7  4  5  6  7  8  9  10  11  12  13  14  15  16  17 |

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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**

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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:**  - 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 | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21 |

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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**

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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:**  - 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 | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22 |

General information about students: Prepared by: T. Mohammad Al-Egdo’a School principal signature……………………. Date:……………….. Supervisorsignature………………………..…