## **UNRWA**

## **DEPARTMENT OF EDUCATION / IRBID AREA**

TEACHER :	SECOND SEMESTER ANNUAL PLAN (2019 / 2020)	CLASS (8) SECTION/S (	)

Time of implementation: February 2020 / Module 4

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
Module     4     Lesson 1     We will travel to the stars  Lessons2 and 3     There will be problems!  Lessons 4 and 5     Skills focus It will guide you!  Lesson 6     Communication     Workshop Sending a message to outer space  Lesson 7     Language     Development  Lesson 8     Project Make a solar system model	To use pictures to make guesses     To use context to guess the meaning of new words     To participate in peer and group discussions related to space     To use reading strategies to identify relevant information in an article about a trip to space     To demonstrate understanding of a listening text about Muslim astronomers     To follow instructions to make a model of the solar system	Future Simple I will/won't travel to Mars. Will you travel to Mars?	Expressing opinion  • Making predictions  • Giving reasons  • Describing life on another planet  • Using punctuation correctly   • Vocabulary The solar system, the planets and the universe: galaxy, Milky Way, planet, Space travel: astronaut, astronomer, catapult, compass, destination,	- Direct instructionBrainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups; oral presentations) -Problem solving and induction	-Performance Based Assessment - Pencil and paper Communication -Observation -Peers evaluation  Project: Make a solar system model	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with  Challenges  Suggestions for Improvement

## Time of implementation: March / Module 5

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
Module 5 Lesson 1 You can do it  Lessons2 and 3 You have to play by the rules! Lessons 4 and 5 Skills focus It "Faster, Higher, Stronger"  Lesson 6 Communication Workshop Taking part in a debate Lesson 7 Language Development  Lesson 8 Project Make the rules of a game	To use pictures to make guesses     To use context to guess the meaning of new words     To use have to/don't have to and can/can't to discuss the rules of different sports     To participate in a small peer and group discussion     To analyse a text about the modern and ancient Olympic Games to make inferences     To write an argument about the use of technology in sports • To write the rules of a new game	Have to/don't have to, can/can't You have to/don't have to be a professional athlete. You can/can't participate in the game	Expressing opinion     Giving reasons     Comparing different sports     Expressing obligation and ability     Making guesses     Expressing agreement and disagreement     Using punctuation correctly     Vocabulary     Sports:     bossaball, court, goal, hockey, ice diving, judo, net, pitch, racquet, The Olympic Games: athletics, chariot racing, fencing,	- Direct instructionBrainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups; oral presentations) -Problem solving and induction	-Performance Based Assessment - Pencil and paper - Communication -Observation -Peers evaluation  Project: Make the rules of a game	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with  Challenges  Suggestions for Improvement

## Time of implementation: April 2020 / Module 6

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
• Module 6 Lesson 1 They have endured centuries! Lessons 2 and 3 The lost city of the Incas Lessons 4 and 5 Skills focus /Have they survived? Lesson 6 Communication Workshop Comparing old and new Lesson 7 Language Development Lesson 8 Project Renovating our school	To demonstrate understanding of a listening text by matching information with pictures • To use context to gues the meaning of new words • To use dictionaries and glossaries to confirm and clarify word meaning • To participate in a group discussion about familiar historical buildings	Present Perfect Simple I/You/We/They have been in Paris for three weeks. He/She/It has been outside for two hours. Have you ever visited Machu Picchu?	Describing historic places and civilisations • Inquiring about historical sites • Reporting activitie done • Reporting information about a civilisation and a renovated building • Discussing choices • Comparing cities in ancient and modern times • Vocabulary  Buildings and places in a city: carve, citadel, complex, ditch, empire, fortification, forum, growth, heritage,	-Direct instructionBrainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups; oral presentations) -Problem	-Performance Based Assessment - Pencil and paper Communication -Observation -Peers evaluation  Project: Renovating our school	-Critical and creative thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with  Challenges  Suggestions for Improvement
Reading for fun B: Hayy Ibn Yaqzan		Expressing opinion		Reading a story about somebody's life Speaking about life on an island Writing information about understanding the world around us			
Revision Modules 4–6		Revision of all structu 6	ıres in Modules 4–	Making predictions • Expressing obligation and ability • Making guesses		Revision of all the vocabulary in Modules 4–6	