JORDAN HIGH NOTE Second Semester Plan

**Class/Level: 9th Grade Unit 6 : Where we live Duration :19 \ 1 --- 6 \ 2**

**Pages SB : 4 to 15 NO. of Classes 15**

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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 :  - Respond to critical thinking questions  -Analyse the main ideas and details in an oral text.  -Summarise main points in texts  -talk about events in the future  -debate regularly in discussion.  -discuss the meaning of new words  -assess reading comprehension  -identify the author’s point of view  -provide a summary of a text.  -practise writing different paragraphs  -demonstrate an understand visual information.  -present ideas using visual aids  -give high-tech and visually well-rounded presentations. | 1  2  3  4  5  6  7  8  9  10  11  12  13 |

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

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Second Semester Plan

**Class/Level: 9th Grade Unit 7 : Switch on? Duration : 9 \ 2 --- 27 \ 2**

**Pages SB : 16 to 25 NO. of Classes 15**

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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:  -respond to critical thinking questions  -summarise main points in texts  -distinguish facts from opinions  -use resources (dictionaries, online search engines)  -talk about events using a variety of tenses;  -debate regularly in a discussion  -discuss the meaning of new words  -provide a summary of a text  -determine the meaning of words and phrases  -identify the author’s point of view  -practise writing different paragraphs  -revise written texts  -describe posters and media images  -discuss personal experiences  identify the relationship between visual and written information; | 1  2  3  4  5  6  7 |

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

Second Semester Plan

**Class/Level: 9th Grade Unit 8: Far from home Duration : 2 \ 3 --- 30 \ 3 Pages SB :26 to 37 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:  - respond to critical thinking questions  predict content from context  -identify signal words and use them  -discuss desires and plans  -debate regularly in discussion  -analyse unfamiliar words  -discuss and determine the meaning of words.  -identify a central idea of a text  -provide a summary of text  -use the Internet and taking notes for writing  -practice writing different paragraphs  -compose essay of three or more paragraphs  -develop ideas and opinions on a variety of topics and orally present them;  -respond to questions related to the visual texts  -present ideas using visual aids  -use appropriate body language when presenting  -give high-tech and visually well-rounded presentations | 1  2  3  4  5  6  7  8  9  10  11  12  13  15  16  17 |

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

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Second Semester Plan

**Class/Level: 9th Grade Unit 9 : Art lovers Duration : 3 \ 4 --- 30 \ 4 Pages SB :38 to 47 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:  - respond to critical thinking  -summarise main points texts.  -use intonation to help identify meaning  -summing up key points of discussions  -begin to distinguish literal and  figurative meaning of words and phrases;  -identify signal words  -talk about events using a variety of tenses  -express opinions and give explanations,  -debating regularly in discussion  -analyse new words to guess meanings;  -discuss the meaning of new word  -determine meaning of words and phrases  -identify the author’s point of view .  -practise writing different paragraphs  -revise written texts  -describe posters and media images  -discuss personal experiences  -develop ideas and opinions and orally present them;  -respond to questions related to the visual texts | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  14  16  17  18  19  20 |

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Second Semester Plan

**Class/Level: 9th Grade Unit 10 : Fit and well Duration : 4 \ 5 --- 29 \ 5**

**Pages SB :48 to 59 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:  -respond to critical thinking summarise main points text  -summing up key points  -identify signal words and use them  -talk about events using tenses;  -discuss desires and plans  -speak to express opinions,  -debate in discussion  -analyse unfamiliar words  -assess reading comprehension  -identify a central idea of a text  -provide a summary of a text  -use Internet for locating information  -practise writing paragraphs  -demonstrate understanding of visual information  -develop and present ideas and opinions -on topics and orally and present them; | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16 |

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

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