

Al-Qasemi High School

Annual Plan for 12th Grades

2014/2015

English Lessons in Al-Qasemi School

Five lessons of English are part of every Al-Qasemi student's schedule in which the main focus stretches towards fulfilling some of the ministry's goals listed in the curriculum under the four domains of access to information (from written and spoken texts), appreciation of language, culture and literature, presentation and the domain of social interaction. Three textbooks will be used in these lessons.

One lesson will be dedicated to working with students in small groups in an attempt to give each student special attention helping them polish their skills and develop their abilities. Each class will be divided into 3 "to-some-extent" homogenous groups (why "to-some-extent"? Since they differ in their abilities but they share (more or less) the same level of English proficiency).

Textbooks used for 2014/2015

5 POINTERS:

- 1) Literature for 5 Points, Option 2, Student's Book/ Naomi Gents – ECB.
- 2) Heinemann- UK- The Wave/ Morton Rhue .
- 3) The Longman Dictionary of Modern English – English- English- Arabic: Pearson Education.

4 Pointers:

- 1) Literature for 4 Points, Option 2, Students Book- ECB.
- 2) The Longman Dictionary of Modern English – English- English- Arabic: Pearson Education.

Lesson Requirements

1. Attendance.
2. Active participation.
3. Adherence and conformity to class rules.
4. Submission of assignments on time.
5. Passing the exams.

Grading Criteria:

1. Participation: 10%.
2. Project / Presentations 20%.
3. First pre matriculation exam: 30%.
4. Second pre matriculation exam: 40%.

5pointers teaching plan:

First semester:

1. Finishing the English project and approaching its bagrut.
2. Preparing students for module G –the reading comprehension text and the writing: Formal letter, for and against composition, expressing an opinion composition, description and review.
3. Teaching them a short story: *The Enemy*.

Note: At the end of the first semester students will approach the bagrut exam for both the project and module G.

Second semester:

1. Teaching students a novel : *The Wave*

Note: At the end of the second semester students will approach the bagrut exam for module F.

4pointers teaching plan:

First semester:

1. Finishing the English project and approaching its bagrut.
2. Review of module E: The reading comprehension text and the listening text.

Teaching students two short stories: Thank You M'AM & The Treasure of Lemon Brown.

Note: At the end of the first semester students will approach the bagrut exam for the project , modules E&D.

Domains (from the New Revised Curriculum)

Domain of Social Interaction

The domain of Social Interaction relates to the ability of learners to interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.

Benchmarks

Students will be able to:

- maintain effective communication using appropriate register for a wide range of social contexts.
- express and elaborate on personal wishes and opinions.
- interact for a wide variety of purposes, such as persuading, discussing and group decision making.
- engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.

Domain of Access to Information

The domain of Access to Information relates to the ability of learners to access information in English from oral and written texts from a wide range of printed and digital media and to make use of that information for a variety of purposes.

Benchmarks

Students will be able to:

- obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language.
- obtain and use information by applying knowledge of vocabulary, grammar, punctuation, and text structure.
- follow the development of an argument in a range of texts and use this knowledge as needed.
- identify the features of different text types and use this knowledge as needed.
- transfer information extracted from visual data, such as diagrams.
- independently find and integrate information from multiple sources for a specific purpose.

Domain of Presentation

The domain of Presentation relates to the ability of learners to present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.

Benchmarks

Students will be able to:

- organize and present ideas and information in depth orally and in writing on a wide range of topics, suiting register and text type to purpose and audience.
- summarize and present information from a limited range of sources.
- react to the content of something read, seen, or heard.
- present an argument for or against a particular point of view.

- review and edit presentations based on feedback from peers/teachers.

Domain of Appreciation of Language, Literature and Culture

The domain of Appreciation of Language relates to the ability of learners to appreciate the nature of language and become aware of the differences between English and their own and other languages.

The domain of Appreciation of Literature and Culture relates to the ability of learners to appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.

Benchmarks

Students will be:

- aware that languages use different idiomatic expressions in order to convey the same idea.
- aware of differences in cultural conventions in English and their mother tongues, such as in greetings.
- able to recognize the use of basic literary techniques in a text, such as repetition, personification, rhythm, and rhyme.
- able to understand the historical, social and/or cultural contexts of the text and its author.
- able to reflect on the literary text.
- able to compare different cultural practices, behaviors and traditions with their own, based on the reading of literary texts and other sources.
- able to use the LOTS (lower order thinking skills- basic understanding skills) and the HOTS (higher order thinking skills- comparing and contrasting, distinguishing different perspectives,

cause and effect, inferring.....) effectively and they will understand the different literary terms (character, characterization, climax, conflict, dialogue, flashback, genre, imagery, metaphor.....) deeply.

Wish you a fruitful year

The English Staff ☺