

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education

Preparation Of Mega Goal (3)

Teacher

Session 1439 - 1440

General Objective Of Teaching English In Secondary Stage

By the end of the secondary stage and within the assigned structures and vocabulary for this stage students should be able to do the following :

- 1- Use English language structures and analyze them to understand the relationships among them
- 2- Learn the assigned vocabulary , idioms , and expressions and understand their meanings in context
- 3- Acquire the ability to listen to comprehend English language and to distinguish between different intonations
- 4- Participate in conversations and discussions using proper English
- 5- Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding
- 6- Write a free-essay of three paragraphs using correct English
- 7- Translate English text into Arabic and vice versa
- 8- Realize the importance of English in the local job market
- 9- Be aware of the importance of English as an international language of communication for introducing Islam , our culture , and our cultural achievements to others
- 10- Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching ; through texts representing various life situations
- 11- Gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture .

WEEKS	DATES		Distribution of the syllabus (Mega goal 3)
	FROM	TO	
1	30/4/1440	4/5/1440	Unit 1 Connected by Technology
2	7/5/1440	11/5/1440	Unit 1 Connected by Technology
3	14/5/1440	18/5/1440	Unit 2 Crime Doesn't Pay
4	21/5/1440	25/5/1440	Unit 2 Crime Doesn't Pay
5	28/5/1440	2/6/1440	Revision
6	5/6/1440	9/6/1440	Unit 3 Far and Away
7	12/6/1440	16/6/1440	Unit 3 Far and Away
8	19/6/1440	23/6/1440	EXPANSION Units 1–3
9	26/6/1440	30/6/1440	Unit 4 TV Around the World
10	3/7/1440	7/7/1440	Unit 4 TV Around the World
11	10/7/1440	14/7/1440	Unit 5 Working 9 to 5
12	17/7/1440	21/7/1440	Unit 5 Working 9 to 5
13	24/7/1440	28/7/1440	Revision
14	2/8/1440	6/8/1440	Unit 6 Going Green
15	9/8/1440	13/8/1440	Unit 6 Going Green EXPANSION Units 4–6
16-17	16/8/1440	27/8/1440	Reverse

Unit 1 & Intro: Connected by Technology	Subject: English (Mega Goal 3)
Lessons: (1 : 10)	2nd year secondary
Time Frame: 8 lessons	
Unit Summary	
This unit presents new vocabulary about personality characteristics. It focuses on using technology for communication. It revolves around technology and Internet.	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> ▪ To express opinion, feeling and preference. ▪ To agree and disagree. ▪ To ask for and give information and instructions. ▪ To identify new words about personality characteristics. ▪ To talk about personality characteristics. ▪ To write their own profiles. ▪ To use the auxiliary verbs [do, have, and be]. ▪ To explain the use of the auxiliary verbs [do, have, and be]. ▪ To ask for clarification. ▪ To listen for specific details about a cell phone bill. ▪ To practice pronouncing syllable stress on numbers. ▪ To guess the meanings of new words. ▪ To answer the questions about the text. ▪ To talk about technology and the Internet mentioned in the reading. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Talking about personality characteristics. ▪ Use the auxiliary verbs [do, have, and be]. ▪ Explaining the use of the auxiliary verbs [do, have, and be]. ▪ Asking for clarification. ▪ Pronouncing syllable stress on numbers. ▪ Talking about technology and the Internet mentioned in the reading. ▪ Past participles as adjectives. 	<ul style="list-style-type: none"> ▪ Mention some new words about personality characteristics. ▪ Talk about personality characteristics. ▪ Write your own profiles. ▪ Give examples about the auxiliary verbs [do, have, and be]. ▪ Role-play with a partner. Explain to your partner how to do something. ▪ Listen to details about a cell phone bill, and then answer the questions on page 7. ▪ Pronounce the following “seventeen, fifteen, thirteen”. ▪ What does the word "extraordinary" mean? Then put it in a sentence. ▪ Talk about technology and the Internet mentioned in the reading. ▪ Write an essay about the difference between face-to-face and online learning.

Knowledge and Skills

Students will know...

- New vocabulary about personality characteristics.
- The Internet and technology.
- Face-to-face and online learning .
- Asking for clarification
- The use of the auxiliary verbs [do, have, and be]
- Pronouncing syllable stress on numbers.
- Past participles as adjectives.

Students will be able to...

- Write your own profiles.
- Talk about personality characteristics.
- Listen for specific details about a cell phone bill.
- Pronounce syllable stress on numbers.
- Read a text for specific information.
- Ask and answer questions about personality characteristics and technology.
- Use the auxiliary verbs [do, have, and be].

Stage 2: Assessment Evidence

Performing Tasks:

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing)

are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- ☑ Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- ☑ Training learners of the rules for writing techniques.
- ☑ Engage the pupils with self-evaluation of the students to achieve the stated results.

- **We have to focus on basic questions:**

- ☑ Mention some new words about personality characteristics.
- ☑ Talk about personality characteristics.
- ☑ Write your own profiles.
- ☑ Give examples about the auxiliary verbs [do, have, and be].
- ☑ Explain the use of the auxiliary verbs [do, have, and be].
- ☑ Write yes/no questions about the auxiliary verbs [do, have, and be].
- ☑ Role-play with a partner. Explain to your partner how to do something.
- ☑ Listen to details about a cell phone bill, and then answer the questions on page7.
- ☑ Pronounce the following “seventeen, fifteen, thirteen”.
- ☑ What does the word "extraordinary" mean? Then put it in a sentence.
- ☑ Answer the questions about the text page 9.
- ☑ Talk about technology and the Internet mentioned in the reading.
- ☑ Write an essay about the difference between face-to-face and online learning.

Assigned learners to do performance task:

- ☑ Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">☑ Mention some new words about personality characteristics.☑ Talk about personality characteristics.☑ Talk about technology and the Internet mentioned in the reading.☑ What does the word "extraordinary" mean? Then put it in a sentence.	<ul style="list-style-type: none">☑ Write your own profiles.☑ Give examples about the auxiliary verbs [do, have, and be].☑ Explain the use of the auxiliary verbs [do, have, and be].☑ Pronounce the following "seventeen, fifteen, thirteen".	<ul style="list-style-type: none">☑ Role-play with a partner.☑ Explain to your partner how to do something.	<ul style="list-style-type: none">☑ Listen to details about a cell phone bill, and then answer the questions on page 7.☑ Write an essay about the difference between face-to-face and online learning.☑ Answer the questions about the text page 9.

(Performance Tasks)

Title of unit: Connected by Technology

2nd year secondary

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Listen to a father talking to his son about using his cell phone.<input checked="" type="checkbox"/> Read a conversation about asking for clarification between Cara and her grandma.<input checked="" type="checkbox"/> Ask and answer questions about personality characteristics and technology.<input checked="" type="checkbox"/> Role-play the conversation between partners to interview each other about creating their own profile.<input checked="" type="checkbox"/> Write an essay comparing ways of socializing and state your preference.<input checked="" type="checkbox"/> Write about and evaluate things you can do on the Internet (Project). <p><u>Objective:</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Discussion.<input checked="" type="checkbox"/> Give examples.<input checked="" type="checkbox"/> Read and role-play the conversations.<input checked="" type="checkbox"/> Use the new vocabulary to make new sentences.<input checked="" type="checkbox"/> Answer work sheets.<input checked="" type="checkbox"/> Collect information.<input checked="" type="checkbox"/> Read the words' meanings and give examples.<input checked="" type="checkbox"/> Answer the questions and do the tasks related to the unit. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Make presentations and introductions.<input checked="" type="checkbox"/> Identify the suitable strategy of each lesson.<input checked="" type="checkbox"/> Discussion.<input checked="" type="checkbox"/> Critical thinking.<input checked="" type="checkbox"/> Use posters, flashcards, podcasts and boards.<input checked="" type="checkbox"/> Motivate the students to think and answer.<input checked="" type="checkbox"/> Divide the students into pairs or groups.<input checked="" type="checkbox"/> Identify the required activities.<input checked="" type="checkbox"/>

C.	<u>Audience:</u> <input checked="" type="checkbox"/> Pupils of the class, school or community. <u>Need to present:</u> <input checked="" type="checkbox"/> Unit vision.
D.	<u>The situation:</u> <input checked="" type="checkbox"/> The context of the educational curriculum. <u>The challenge:</u> <input checked="" type="checkbox"/> To discuss the topic (Connected by Technology) and do the tasks related to the unit.
E.	<u>Output, performance and purpose:</u> <input checked="" type="checkbox"/> Learn, know and be familiar with everything in the unit. <input checked="" type="checkbox"/> Carry out the activities related to the unit.
F.	Standards and criteria of success: <input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the unit	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

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