

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 (6)

Teacher

Session 1439 - 1440

General Objective Of Teaching English

- 1. Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2. Use the basic structures of English sentences.**
- 3. Learn the core vocabulary assigned for this stage.**
- 4. Listen and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.**

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 6)
	FROM	TO	
1	30/4/1440	4/5/1440	Unit 1 Everyone Makes Mistakes
2	7/5/1440	11/5/1440	Unit 1 Everyone Makes Mistakes
3	14/5/1440	18/5/1440	Unit 2 Against the Odds
4	21/5/1440	25/5/1440	Unit 2 Against the Odds
5	28/5/1440	2/6/1440	Unit 3 Beauty Is Only Skin Deep
6	5/6/1440	9/6/1440	Unit 3 Beauty Is Only Skin Deep
7	12/6/1440	16/6/1440	EXPANSION Units1-3
8	19/6/1440	23/6/1440	EXPANSION Units1-3
9	26/6/1440	30/6/1440	Unit 4 They Said, We Said
10	3/7/1440	7/7/1440	Unit 4 They Said, We Said
11	10/7/1440	14/7/1440	Unit 5 Express Yourself
12	17/7/1440	21/7/1440	Unit 5 Express Yourself
13	24/7/1440	28/7/1440	Unit 6 What Would You Do?
14	2/8/1440	6/8/1440	Unit 6 What Would You Do?
15	9/8/1440	13/8/1440	EXPANSION Units 4-6
16-17	16/8/1440	27/8/1440	Final test

Unit 1	Everyone Makes Mistakes	Class	3rd Grade Secondary
Subject	English	Time Frame Lessons

Module Summary

In this module students will learn how to talk about famous mistakes in history, to discuss personal mistakes, to apologize and respond to an apology, how to use modals in the past, how to use passive modals in the past, to pronounce reductions of modals + have, to write an essay about a mistake or accident, and to make a poster presentation about indispensable home inventions.

Stage (1) identify Desired Results

Enduring Understanding

Essential questions

Students will understand

- how to talk about famous mistakes in history.
- how to discuss personal mistakes.
- how to apologize and respond to an apology.
- how to use modals in the past: may have/might have, could have, must have, should have, was/were supposed t.
- how to use passive modals in the past.
- how to pronounce reductions of modals + have: could have, should have, might have, must have.
- how to write an essay about a mistake or accident.
- how to make a poster presentation about indispensable home inventions.

- How would you define the word mistake?
- Would you like people to make a big deal about your graduation?
- Has someone's graduation or another important event ever slipped your mind? How did you feel?
- Can an accident or mistake ever end up leading to something good?
- Have you ever made a mistake that has turned out for the best?

Knowledge

Skills

Students will know :

- how to discuss personal mistakes.
- how to apologize and respond to an apology.
- how to talk about famous mistakes in history.
- how to use modals in the past.
- how to use passive modals in the past.
- how to pronounce reductions of modals + have..
- how to write an essay about a mistake or accident.
- how to make a poster presentation about indispensable home inventions.

Students will be able to :

- to apologize and respond to an apology.
- to discuss personal mistakes.
- to talk about famous mistakes in history.
- to use passive modals in the past.
- to use modals in the past.
- to pronounce reductions of modals + have.
- to make a poster presentation about indispensable home inventions.
- to write an essay about a mistake or accident.

Stage (2) Assessment Evidence

Performing Tasks:

- I ask students to write an essay about a mistake or accident.
-
- I ask students to research and make a poster presentation about indispensable home inventions.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

* Match each word to its definition:

- | | |
|-----------------|--------------------|
| 1. ___ boost | a. very angry |
| 2. ___ endured | b. put up with |
| 3. ___ flop | c. new thing |
| 4. ___ novelty | d. failure |
| 5. ___ outraged | e. interfered with |
| 6. ___ tampered | f. raise |

* Circle the correct modal:

1. I have a sore throat. I (should have / may have) caught your cold.
2. I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
3. Did you get the package? It (was supposed to / must have) arrive by today.

Other Evidence:

- Port Folio (work sheets , drawings , flash cards designed by the students) .
- Quizzes .
- Self-evaluations .
- Activities (Work Book) .

Stage (3) Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery I the future .
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials.

الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			
5			

الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
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الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			
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