



# Critical Concepts, Outcomes, and Performance Indicators

English language  
Grade1-12

## Foreign language Division

### Critical concepts, outcomes and performance indicators in English Language subject

Grade	Concepts	Outcomes	Performance Indicators	Time
<b>One</b>  <b>First semester</b>	Introducing people	Develop listening strategies by using short words to gain meanings.	recognise short, simple greetings	45 min.
	Giving commands	Understand and respond to spoken English in basic and simple short guided contexts.	recognise and respond to basic classroom instructions	45 min.
	Identifying people	Communicate in English clearly and correctly by asking and answering short simple sentences.	identify family members	45 min.
	(numbers 1-10) Counting	Develop speaking strategies by producing formulaic utterances with correct intonation patterns.	recognise short, simple greetings	45 min.
	Identifying objects and their colors	Understand and respond to written English in basic and simple guided contexts.	recognise simple objects of one's surroundings (stationary, house rooms and objects)	45 min.
<b>Total time</b>				225 minutes

## Foreign language Division

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Two</b>  <b>First semester</b>	Recognizing letter-sound relation	Develop listening strategies by using illustrations and short phrases to gain meanings	recognise basic English sounds and their combinations in simple words, phrases and short phrases	60 min.
	Greeting	Understand and respond to spoken English in basic and simple guided contexts.	speak about names, objects, and numbers in short simple sentences and develop a love of singing songs and repeating rhymes	60 min.
	Describing: objects, daily activities, animals, pictures, ability and state, illness	Communicate in English clearly and correctly in the context of basic and simple guided short exchanges and presentations.	take part in basic, short, familiar exchanges and mini class presentations	60 min.
	Counting numbers 1-21	Develop reading and writing numbers correctly	identifying and counting using numbers 1-21	60 min.
<b>Total time</b>				220 minutes

## Foreign language Division

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Three</b>  <b>First semester</b>	Prepositions of place	Develop listening strategies by using illustrations and short phrases to gain meanings.	demonstrate recognition of prepositions of place (under, on, in, next to, behind)	45 min.
	Telling the time	Understand and respond to spoken English in basic and simple short guided contexts.	ask and answer about the time	45 min.
	Work & jobs	Communicate in English clearly and correctly in the context of basic and simple guided short exchanges and presentations.	identify basic jobs	45 min.
	Describing weather	Develop speaking strategies by producing formulaic utterances with correct intonation patterns.	observe weather conditions and seasons	45 min.
	Activities and actions happening now	Develop speaking strategies by producing formulaic utterances with correct intonation patterns.	- talk about activities - express actions happening now	45 min.
<b>Total time</b>				225 minutes

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Four</b>  <b>First semester</b>	Recognizing letter-sound relationships	recognise the sounds of consonant combinations in the English alphabet: ch, sh,,th,fl, cl, bl, gl,pl, sl, br,cr, dr, fr,gr, pr, spr,squ, str	Student can read words contain consonant combinations	30 min.
	Introducing oneself and others	participate in short, simple guided exchanges about one's daily life	Ss can use what they have read to contribute ideas during a discussion.	30 min.
	Appreciating value of: time, sport, Jordanian culture , the environment	use complete sentences in short, simple guided exchanges based on familiar situations	Ss can say complete sentences appreciating many values.	30 min.
	Expressing frequency	ask and answer short, simple questions using Wh- words	SsPresent information conveying a clear perspective.	30 min.
	Expressing ability	use complete sentences in short, simple guided exchanges based on familiar situations	Ss can use what they have read to contribute ideas during a discussion.	30 min.
	Counting 22-29	recognise numbers 22-29	Ss can write numbers from 22-29 correctly.	30 min.
	Decoding	make connections between prior knowledge of daily used objects and simple reading material	SS can determine the meaning of wordsof daily used objects.	30 min.
	Describing: sport, daily action, location, people and places	ask and answer short, simple questions using Wh- words (e.g. where, what, when)	Ss can describe sport, daily action, location, people and places.	30 min.
<b>Total time</b>				240 minutes

## Foreign language Division

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Five</b>  <b>First semester</b>	Frequency of activities	participate in a conversation about frequency of one's activities (using adverbs of frequency)	Talk about holidays and leisure activities using the adverbs of frequency. Express frequency Judging the order of sentences correctly. Participate in a conversation about frequency of one's activities Determine the meaning of the adverbs of frequency and their functions as they are used in a text. Show appreciation of the value of activities	60 min.
	Shapes	identify different shapes	Identify shapes, acquire awareness of the shapes. Use the present simple of "to be and to have" to describe objects such as "It's a square. A square has four equal sides." Compare and contrast objects using the present and the past tenses with the conjunction but: "It was six squares, but now it is a box."	45 min.
	National identity	express features of the national (Jordanian) identity using present and past tenses	Use reading strategies to understand simple reading material. Concerning the national Jordanian identity. Ask and answer questions about the Jordanian costumes in the present and the past. Write simple sentences describing the Jordanian costumes in the past. Participate in simple classroom exchanges about Jordan important sites.	60 min.
	Future plans	expressing what one is going to do	Participate in simple classroom exchanges. Write meaningful sentences using verb going to for future plans and practice of the negative form of it. Ask questions and give answers in an appropriate tone of voice expressing future plans.	60 min.
<b>Total time</b>				225 minutes

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Six</b>  <b>First semester</b>	Talking about places in Jordan, weather and geographical features	use correct intonation for questions and statements	Student can quote textual evidence that identifies the key ideas and details of a text Student can write opinion to support and explain a claim with clear reasons and relevant evidence	30 min.
	Scanning information	scan simple written materials to preview them for general content before starting to read	Student can cite textual evidence that identifies the key ideas and details of a text and analyze how these are developed over the course of the text.	30 min.
	Expressing pride in Jordan and the country's heritage	listen to and participate in simple classroom conversations	Student can recognize new information expressed by others, and explain how this information has changed, reinforced, or challenged my thinking.	30 min.
	Asking for information	use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations	Student can engage effectively in a range of collaborative discussions	30 min.
	Expressing numerical	use and spell correctly learned vocabulary related to large numbers	Student can establish and maintain an appropriate form, tone, conventions, and vocabulary for the intended audience.	30 min.
	Distinguishing between facts and opinions	distinguish fact from opinion in simple reading materials	Student can select key ideas from a text and explain how they appear in a variety of sources	30 min.
	Paragraphing	write a simple information paragraph of four or five sentences	Student can write informative descriptive texts to examine a topic, convey ideas, and explain concepts and information through the selection, organization, and analysis of relevant content as it pertains to a claim.	30 min.
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<b>Six</b>  <b>First semester</b>	Expressing: wishes, leisure activities	use simple sentences to talk with a partner about, wishes /t leisure activities	Student can develop and strengthen my writing as needed by planning, revising, editing, rewriting, etc. Student can present claims and findings, in a clear manner with relevant and appropriate evidence.	30 min.
	Recognize opinion	distinguish fact from opinion in simple reading materials	Student can cite textual evidence that identifies the key ideas and details of a text and analyze how these are developed over the course of the text. Student can write arguments to support and explain a claim with clear reasons and relevant evidence (quotations or paraphrasing) through the selection, organization, and analysis of relevant content.	30 min.
<b>Total time</b>				270 minutes



## Foreign language Division

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Seven</b>  <b>First semester</b>	Describing actions	use words and sentences to participate in simple discussions and conversations in authentic contexts	- explain whether events are believable or not - ask about activities, jobs and routines, use “do” and “does” to	90 min.
	Giving advice	use words and sentences to participate in simple discussions and conversations in authentic contexts	give advice to fight environmental threats (global warming) using the imperative - affirmative and negative	90 min.
	Identifying features of a place	take part in prepared simple presentations to the class	describe places (markets, museums) using the present simple in the affirmative, negative and interrogative	135 min.
<b>Total time</b>				315 minutes

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Eight</b>  <b>First semester</b>	Expressing routines, information and attitudes	<ul style="list-style-type: none"> <li>- use reading strategies to understand simple authentic informational and literary reading materials</li> <li>- write paragraphs and series of paragraphs for specific simple authentic purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>- use context to guess the meaning of new words</li> <li>- skim and scan a reading text</li> <li>- write a paragraph for a specific purpose: a personal profile</li> </ul>	120 min.
	Stating facts and expressing opinions	demonstrate understanding of simple authentic informational and literary reading materials	<ul style="list-style-type: none"> <li>- ask and answer questions by using the Present Simple and the Present Continuous tenses</li> <li>- analyse the content of reading materials in order to make inferences</li> <li>- write a personal letter</li> </ul>	120 min.
	Narrating an event	demonstrate understanding of simple authentic informational and literary reading materials use appropriate organizational patterns to create simple authentic written work	<ul style="list-style-type: none"> <li>- use connecting words (e.g., now and then, however) to help comprehension of the listener when presenting information</li> <li>- use the sequence of sentences to identify the main idea</li> <li>- write a short story</li> </ul>	120 min.
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## Foreign language Division

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Nine First semester</b>	Describing personalities and qualities	<p>use reading strategies to understand a variety of simple authentic informational and literary reading materials</p> <p>gather information and ideas from print and electronic sources to organize and write in a variety of simple authentic contexts</p>	<p>- skim written materials before reading to determine their purpose or the type of the material</p> <p>- use context to guess the meaning of new words</p> <p>- describe personalities, qualities, and clothes of people using relative pronouns</p> <p>- write a fact file giving essential information about someone</p>	120 min.
	Making predictions	<p>demonstrate understanding of a variety of simple authentic informational and literary reading material</p> <p>use appropriate organizational patterns to create simple authentic written work</p>	<p>- use prior knowledge to answer questions about reading material</p> <p>- make predictions about the future using “be going to” and “will”</p> <p>- write a paragraph, making predictions related to the future</p>	120 min.
<b>Total time</b>				240 minutes

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Grade	Concepts	Outcomes	Performance Indicators	Time
<b>Ten</b>  <b>First semester</b>	Expressing preferences	develop strategies of active listening to confirm meaning in a simple discussions, conversations and presentations	<ul style="list-style-type: none"> <li>- identify the main ideas in informational materials and explain how the details support the main idea</li> <li>- use context to understand unfamiliar words, expressions and ideas</li> <li>- write a job advertisement</li> </ul>	120 min.
	Expressing possibility	<p>demonstrate understanding of a variety of simple authentic informational and literary reading materials</p> <p>write a series of paragraphs for a variety of specific simple authentic purposes and audiences</p>	<ul style="list-style-type: none"> <li>- use socially appropriate language to participate in debates</li> <li>- read a text to make predictions.</li> <li>- use modal verbs to express possibility: must, might, could, can't</li> <li>- write 3 paragraphs expressing responsibility to environment</li> </ul>	90 min.
	Evaluating objectivity	make suggestions for the improvement of the presentations of peers	<ul style="list-style-type: none"> <li>- evaluate an author's objectivity, in a reading material</li> <li>- write a paragraph about preferable</li> </ul>	90 min.
<b>Total time</b>				300 minutes

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Grade	Concepts	Outcomes	Performance Indicators	Time	Stream
<b>Eleven</b>  <b>First semester</b>	Discussing occasions	use reading strategies to understand some authentic informational and literary texts use appropriate organizational patterns to create advanced authentic written work	<ul style="list-style-type: none"> <li>- read a text about customs and traditions in different countries, for specific information</li> <li>- describe future plans, giving reasons for going to a festival, use future forms</li> <li>- comparing customs in your country and others</li> <li>- write three paragraphs about plans for an occasions</li> </ul>	150 min.	Academic  <b>Vocational</b>
	Describing interests	demonstrate understanding of some authentic informational and literary texts gather information and ideas from print and electronic sources to organize and write in some advanced authentic contexts	<ul style="list-style-type: none"> <li>- read an article about an event to gain information</li> <li>- giving opinions about preferred activity or thing, and explaining why something is preferable</li> <li>- write an essay about the benefits of taking part in an event</li> </ul>	150 min.	Academic  <b>Vocational</b>
<b>Total time</b>				300 minutes	