

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning: vocabulary and grammar

Vertical Integration: Vocabulary: • The Internet of Things, technology synonyms, phrasal verbs

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB)

Date : From ____ / ____ To ____ / ____

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration			
				Strategy	Tool					
1	Students will be able to: • Use the infinitive and gerund forms of passive structures to talk about actions	• SB: pages 26-27; Grammar Reference page 71; Communication page 77 • TB: Culture Notes page 114 • Online resources: Photocopiable Resource 33	Direct instructions- Presentation Discussion Group work-Pair work Critical thinking	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP Exercise 1. Put students into pairs and give them one minute to look at the photos. Explain that the Internet of Things (IoT) refers to machines that gather, store and analyse data which can be uploaded to the Internet. Ask them to discuss with their partners what other examples of technology (either current or future) they can think of for each category, if they are excited about the possibilities offered by the Internet of Things, and why or why not. When they have finished, ask them to share their thoughts with the class. You can refer to page 114 of the Teacher's Book for more information on the Internet of Things.</p> <p>PRESENTATION Exercise 2. Go through the phrases, directing attention to the word box and questions, and clarify as necessary. Draw students' attention to the terms that are being used as verbs, such as alert and hack. Go through the first question with the class, then ask students to complete the remaining sentences in pairs. Check answers as a class</p> <p>Exercise 3. Explain that students will hear a recording taken from a podcast. Ask students to listen for any of their ideas from Exercise 1. Play the recording. Then ask students to give examples for and against the Internet of Things. For the first question, remind the students of some of the ideas discussed during Exercise 1. For the second question, students discuss the positives and negatives in pairs.</p> <p>PRACTICE Exercise 4. Some students may need to be reminded of tenses and grammatical forms. Go through the first example with the class, before asking them to discuss their answers in pairs. Monitor during the activity and offer support as necessary. Ask volunteers to share their answers at the end.</p> <p>Exercise 5. Complete this exercise either separately or when students volunteer their answers at the end of Exercise 4. Guide students to the answers where necessary. Refer students to the Grammar Reference section on page 71 for more information.</p> <p>PRODUCTION Exercise 6. Students read the sentences and complete the second sentence so it means the same as the first one, using infinitive or gerund passive forms. If necessary, go through the first sentence as a class. Then students complete the sentences and check their answers in pairs</p> <p>Exercise 7. In pairs students look at the image of the smart suitcase on page 77 and answer the questions</p>	(5 minutes)	(15 minutes)	(10 minutes)	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: the infinitive and gerund .

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the difference between past and present time in events or situations • Use vocabulary appropriately for the topic • Use the infinitive and gerund forms of passive structures to talk about actions	• SB: pages 26-27 • WB: pages 20-21	Direct instructions- Presentation Discussion Group work-Pair work Critical thinking	Performance Observation Communication Pencil &Paper Reflection	Rating scale	<p>WARM-UP Remind students when we use the passive form and give them a couple of simple example sentences to put in the passive form.</p> <p>PRACTICE Exercise 1. Go through the example with the class, pointing out they have part of the sentence to help them. Students then rewrite the sentences in the passive. Check answers as a class. Exercise 2. Ask students to read through the sentences in Exercise 2 and decide if they need by or with to complete them. Check answers as a class. Exercise 3. Read through the four sentences with the class. Students should complete the sentences with the correct forms of be. Check answers as a class as there may be several possible answers. Exercise 4. Students read the word box and the sentences. Students should complete the sentences with the correct passive forms of the verbs from the box. Exercise 5. Students should use the correct passive forms to complete the email. Go through the completed example. Check answers as a class. Exercise 6. Students should read through the exercise and complete the sentences using the word in bold and up to 5 words. Ask students to work in pairs to act out their completed work to review answers. Exercise 7. Students read the advert and complete it with the correct active or passive forms in brackets. Check answers as a class.</p> <p>PRODUCTION Exercise 8. Students write a short paragraph explaining some of the functions of a pair of 'smart shoes'. Stimulate ideas by asking students to share some ideas. Monitor students during the activity and offer support as necessary</p>	(5 minutes)
2							(25 minutes)
3							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning :vocabulary and grammar

Lesson Title: 2A SPEAKING AND VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration:-

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: <ul style="list-style-type: none">• Extract key information from a linguistically complex academic text, if guided by questions• Guess the meaning of an unfamiliar word from context in a linguistically complex academic text	• SB: page 28	Direct instructions- Presentation Discussion Group work-Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP Ask the students what they remember about the Internet of Things and the vocabulary they learnt in Lesson 1A. Ask students for examples of IoT devices and conclude by putting the students in pairs for the following exercises.</p> <p>PRESENTATION Exercise 1. Talk to students about the different kinds of IoT devices, providing your own recollection of when they might have first become available and when you first used or owned one yourself. Students may be surprised at how new or old these devices are. For the second question, introduce students to the graph. Ask students to consider if it shows how popular IoT devices are in different continents or how many are sold. Put students into pairs and encourage them to think about the difference, and what that might mean (i.e. Asia sells the most IoT devices not because they are more popular there, but because there are more people).</p> <p>Exercise 2. Go through the phrases in the word box as a class if needed. Then in pairs, students work together to fill in the blanks.</p> <p>Exercise 3. Play the recording for students to check their answers.</p> <p>PRACTICE Exercise 4. Help the students to explore the different ways of introducing, describing or summarising data in the Speaking box, covering the vocabulary carefully. Ask students to complete the exercise in pairs, working through the first sentence from Exercise 2 together. One way this sentence could be rewritten would be to say 'The number of IoT devices used globally has increased steadily.' Ask students to develop this sentence by beginning it with the period covered by the graph (e.g. 'During the period 2009–2024...').</p> <p>Exercise 5. Explain that students must listen carefully to the recording to complete the graph with a line for fitness trackers. Students will listen to the recording once, and then again, to help check or correct their work.</p> <p>PRODUCTION Exercise 6. Before students start, ask them to take out the graphs they brought in for homework. Give them time to discuss what they show in pairs. Students can complete the lines in pairs, and then feed back to the rest of the class</p>	(5 minutes)
2							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 3A VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: idiomatic phrases in routine situations

Horizontal Integration: Culture/ Science and Technology -

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Begin to use a repertoire of common idiomatic phrases in routine situations	• SB: page 29 • Online resources: Photocopiable Resource 34	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>Exercise 1. Put students in pairs and ask them to look at the cartoon and read the title of the article. Ask them to discuss with their partner what they think an 'early adopter' is in terms of technology and whether they are early adopters. Then, invite students to share their ideas with the class</p> <p>PRESENTATION</p> <p>Exercise 2. Ask students to read the short article . As a class, discuss if the ideas they talked about match the ones in the article. How are they different? How are they similar?</p> <p>PRACTICE</p> <p>Exercise 3. Go through the first answer together, then students, in pairs, complete the exercise. Check answers at the end. Now students are familiar with the article, ask them to consider the cartoon: what is the joke being made? If students are struggling to understand, ask them to notice the square wheels on the caveman's cart.</p> <p>Exercise 4. Go through the Active Vocabulary box with the students. If there's time, ask them to think of some examples of synonyms. What are the connotations of the words they come up with? In pairs, students complete the exercise, then check the answers at the end.</p> <p>PRODUCTION</p> <p>Exercise 5. Ask the students to discuss outdated or obsolete technology in pairs. Encourage them to try to use the vocabulary from the article and Active Vocabulary box where appropriate. Listen and offer support if necessary</p>	(5 minutes) (10 minutes) (15 minutes) (10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

-Vertical Integration: idiomatic phrases in routine situations Horizontal Integration: Culture/ Science and Technology

Lesson Title: 3B VOCABULARY (WB)

Date : From ____ / ____ To ____ / ____

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: 1. • Guess the meaning of unfamiliar words, when the context is familiar 2. • Participate in spontaneous interactions on familiar topics connected to the wider world.	• SB: page 29 • WB: page 22	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP Do a quick brainstorm activity and ask students to think of as many technology terms as they possibly can. Write some of the most mentioned on the board for reference.</p> <p>PRACTICE</p> <p>Exercise 1. Students read the clues and fill in the crossword. Check answers as a class</p> <p>Exercise 2. Students read the sentences and choose the correct words to fill the gap. Check answers as a class</p> <p>Exercise 3. Students read and complete the mini-conversations using the words in bold. Remind them there is a word they don't need in each group. Check answers as a class.</p> <p>PRODUCTION</p> <p>In pairs, ask students to have a mini-conversation about one of the devices they have at home, how old it is, what they use it for, how it could be improved. Encourage them to use vocabulary and sentence structures from the lesson</p>	(5 minutes)
2							(25 minutes)
							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with_____

Challenges that faced me_____

Suggestions for improvement_____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning :vocabulary and grammar

Lesson Title: 4A READING AND VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: Phrasal verbs

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Read simple texts aloud including short unrecognised items • Scan an extended text, or a number of short texts, to find specific information	• SB: pages 30-31 • TB: Culture Notes page 114	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	WARM-UP Exercise 1. Ask students to read and listen to the first paragraph of the article. Then put the students in pairs or small groups and ask them to discuss whether the person's experience is positive or negative and why they think the person feels that way. Ask some students to share their thoughts with the class. You can refer to page 114 of the Teacher's Book for more information on ASD, Chris Milk, TED talks and the National Autistic Society. PRESENTATION Exercise 2. Ask students to read the article. As a class, discuss which other experiences are mentioned in the article. Help students with any new or unfamiliar vocabulary PRACTICE Exercise 3. Explain the first question and help students to arrive at the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end. Exercise 4. Ask students to match the phrasal verbs which are highlighted in the article with the underlined parts of the sentences. They may need to change the forms of the verb. Provide answers at the end. PRODUCTION Exercise 5. Encourage the students to think creatively when trying to answer the questions. Provide guidance during their discussions.	(5 minutes)
2							(10 minutes) (15 minutes) (10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 5A LISTENING AND VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: -

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Show understanding of extended exchanges, in informal and some formal contexts .	• SB: page 32 • Online resources: Photocopiable Resource 35	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	WARM-UP Exercise 1. Before students open their books, ask them if they know what the word 'selfie' means. Explain that the word means taking a photo of yourself, usually with a mobile phone. Then put the students in pairs and ask them to think about why people take selfies and if they ever take selfies, and if they do, say why PRESENTATION Exercise 2. Students listen to the radio programme and make a note of the reasons for taking selfies that are mentioned. Ask if they can think of any other reasons people might take selfies. PRACTICE Exercise 3. Explain the first question and help students to choose the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end. Exercise 4. Ask students to look at the words in the box. Encourage them to check the meaning of any new or unfamiliar words with you or other students. Pairs work together to decide which words should fill the gaps. Then play the recording again so that they can check their answers. PRODUCTION Exercise 5. Students should think carefully about these questions; they may be difficult to answer, as students explore some of the more negative sides of selfies. Encourage positive responses to the idea of flaws in question 2, e.g. People try to remove flaws to make them seem 'perfect'. Would the world be boring if everyone looked 'perfect'? Isn't everyone's idea of 'perfect' different?	(5 minutes)
2	• Understand the gist of a recording in a range of familiar and unfamiliar topics .						(10 minutes)
3	• Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words						(15 minutes)
							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 5B VOCABULARY (WB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: -

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Demonstrate understanding by contributing to, and managing discussions • Express opinions in short simple essays on familiar topics	• SB: page 32 • WB: page 23	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP Ask students to describe their favourite app and give a reason as to why it's popular.</p> <p>PRACTICE Exercise 1. Go through the example with them. Students match the adjectives from the word box with their definitions. They could compare answers with a partner. Then check as a class.</p> <p>Exercise 2. Students complete the sentences using the adjectives from Exercise 1. Check answers by asking students to read their completed sentences aloud to the class</p> <p>PRODUCTION Exercise 3. Students write a short paragraph about their favourite app. Students can then swap and compare paragraphs</p> <p>Exercise 4. Explain to students that they are going to listen to some sentences about apps. Refer them to the rubric and the sentences. Point out the underlined words all have the letter a in them. They should focus on these when they listen to the recording. Play the recording, repeating if necessary. Take feedback from the class.</p> <p>Exercise 5. Read the Active Pronunciation box to the class. Refer students to the rubric. Play the recording more than once if necessary.</p> <p>Exercise 6. Read the two letter a sounds in cat and start. Students then work in pairs to complete the table. Then ask them to repeat the words in each column.</p>	(5 minutes)
2							(15 minutes) (20 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning :vocabulary and grammar-

-Vertical Integration: -

Lesson Title: 6A GRAMMAR (SB)

Date : From ____ / ____ To ____ / ____

Horizontal Integration : Culture/ Science and Technology

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Extract key information from a linguistically complex academic text, if guided by questions . 	<ul style="list-style-type: none"> • SB: page 33; Grammar Reference page 72 • Online resources: Photocopiable Resource 36 	<ul style="list-style-type: none"> Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving 	<ul style="list-style-type: none"> Performance Observation Communication Pencil & Paper Reflection 	<ul style="list-style-type: none"> Rating scale 	<p>WARM-UP Exercise 1. Before students open their books, ask them what they found out about the inventor Alexander Graham Bell for homework. Then ask them to discuss the question. Do they think the telephone is most important, or another invention? Encourage them to give reasons.</p> <p>PRESENTATION Exercise 2. Ask students to read the article and note down any pieces of information that may not be completely true.</p> <p>PRACTICE Exercise 3. Guide students through the Impersonal passive structures box, then work through the exercise as a class. Ask students to find five more examples of the same patterns in the article.</p> <p>Refer students to the Grammar Reference section on page 72 for more information.</p> <p>PRODUCTION Exercise 4. Complete the first question together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end.</p> <p>Exercise 5. Complete the first sentence together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end.</p>	<p>(10 minutes)</p> <p>(10 minutes)</p> <p>(5 minutes)</p> <p>(15 minutes)</p>

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with_____

Challenges that faced me_____

Suggestions for improvement_____

Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Lesson Title: 6B GRAMMAR (WB)

Date : From / To /

Previous Learning : vocabulary and grammar

-Vertical Integration: clauses and functional language

Horizontal Integration : Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: <ul style="list-style-type: none">• Communicate using longer stretches of connected clauses and functional language	• SB: page 33 • WB: page 24 • TB: Culture Notes page 114	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP Ask students what they can remember about Alexander Graham Bell and the telephone. Try to encourage them to use impersonal passive structures where appropriate, e.g. It is believed that he was not the only person who invented the telephone.</p> <p>PRACTICE Exercise 1. Ask students to read the different passive uses and match them with the sentences 1–6. Go over the sentences as a class. Exercise 2. Refer students to the rubric. Students choose the correct form to complete the sentences. Allow students time to complete the sentences. Check answers as a class Exercise 3. Refer students to the rubric. Go through the example with the class. Remind students to use their knowledge of passives to help them to put the words in brackets in order. Allow students time to complete the sentences. Check answers as a class. You can refer to page 114 of the Teacher's Book for more information about Ray Tomlinson Exercise 4. Ask students to complete the sentences with the correct impersonal passive forms of the words in brackets. Remind students that sometimes more than answer is possible. PRODUCTION Exercise 5. Ask students to use impersonal passive structures to report five opinions about teens and technology. To make this more realistic students could tell a partner and they report them in passive structures, then swap over.</p>	(5 minutes) (25 minutes) (10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with

Challenges that faced me

Suggestions for improvement

Lesson Plan

Unit Title :Unit 8: Digital perspectives

Class/Level 11th grade

Number of classes:

Previous Learning: vocabulary and grammar

Lesson Title: 7A WRITING (SB)+Revision

Date : From ____ / ____ To ____ / ____

-Vertical Integration: -

Horizontal Integration: : Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Extract key information from a linguistically complex academic text, if guided by questions .	• SB: pages 34-35; Word List page 66; Communication page 77	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>Exercise 1. Ask students to reflect on the information available about them on social media that they did for homework. Then put students into pairs and give them one or two minutes to discuss the questions in the quiz. Encourage them to share their thoughts. Ask them to check their answers on page 77.</p> <p>PRESENTATION</p> <p>Exercise 2. Divide the class into pairs. Ask students to read the Writing task and check that they understand the topic (a for-and-against essay about companies using cookies to track our data in order to target advertising and content to us). Elicit one argument for and one against then ask pairs to note down more arguments. Point out that this is also known as an argumentative essay</p> <p>Exercise 3. Ask students to read the student's essay on page 34 and find out how many of their ideas are mentioned. Elicit which arguments for and against are mentioned in the essay.</p> <p>PRACTICE</p> <p>Exercise 4. Complete the exercise as a class, inviting students to help complete the sentences.</p> <p>Exercise 5. In pairs, students look at sentences 1-5 again and identify the linking word used, and its purpose.</p> <p>Exercise 6. Students decide which sentences go together, then rewrite using the linker in brackets.</p> <p>PRODUCTION</p> <p>Exercise 7. Ask students to read the Active Writing advice and check their understanding of the points made. As well as presenting arguments for and against, they need to state how valid these arguments are and give reasons. Ask them to read the Writing task and make notes about arguments for and against the topic before they start writing their essay, which should be set for homework</p>	(5 minutes) (15 minutes) (10 minutes) (10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

Challenges that faced me _____

Suggestions for improvement _____

Lesson Plan

Class/Level 11th grade

Number of classes:

Previous Learning :- units 7+8

-Vertical Integration -

Lesson Title: LIFE SKILLS 7–8

Date : From _____ / _____ To _____ / _____

Horizontal Integration : Culture/ Science and Technology

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with

Challenges that faced me

Suggestions for improvement