

Grade: IX Connect 2

Synthetic Program Structure

STRUCTURE: 35 weeks x 2 classes = 70 classes

Grade IX (Second Language)	Formim kuturor	Formim gjuhesor		Puna me portofolin	ORE TOTALE
		GRAMATIKA	FUNKSIONET GJUHESORE		70 ORE
	40%	30%	20%	10%	
	28 ORE	21 ORE	14 ORE	7 ORE	

	3-month teaching plan		
	September-December 24 classes		
Nr	Lines	Total of classes	
1	Communicative Aspect	11classes - 45 %	
2	Language Skills	10 classes -43 %	
3	Portfolio Task	2 classes -8%	
4	Project Line	1 class - 4%	

	3-month teaching plan	
	January - March 24 classes	
Nr	Lines	Total of classes
1	Communicative Aspect	10 classes - 42 %
2	Language Skills	10 classes - 42 %
3	Portfolio Task	3 classes - 12%
4	Project Line	1 class - 4%

	April - June 22 classes	
Nr	Lines	Total of classes
1	Communicative Aspect	10 classes - 45%
2	Language Skills	9 classes - 40%
3	Portfolio Task	2 classes - 11%
4	Project Line	1 class - 4%

KOMPETENCAT E FUSHES	SHPERNDARJA E PERMBAJTJES SE LENDES		
	SHTATOR-DHJETOR	JANAR - MARS	PRILL-QERSHOR
TE DEGJUARIT	4	4	5
TE FOLURIT	5	5	4
TE LEXUARIT	5	5	4
TE SHKRUARIT	4	4	5
PERDORIMI I DREJTE I GJUHES	6	6	4

BRENDA TYRE KA:
1 ORE TEST

1 ORE TEST

1 ORE TEST

3 ORE PROJEKT

3 ORE PROJEKT

3 ORE PROJEKT

2 ORE PERSERITJE

1 ORE PERSERITJE

1 ORE PERSERITJE

1 ORE VETEKONTROLL

1 ORE VETEKONTROLL

1 ORE VETEKONTROLL

Lesson Distribution

Topic	SEPTEMBER -DECEMBER (24 hours)	JANUARY – MARCH (24 hours)	APRIL – JUNE (22 hours)
Unit 1 All about you and me	1New Friends, vocabulary and language focus “ Negative-question form	Language check: 9/10	Language check: lessons 21/22
Lesson1 New friends	Project1. European Language Day	- Off to camp. voc. I. focus- Imperatives	Let’s see a movie. Voc - I. focus- want-don’t want
Lesson 2 –Neighborhood	Neighbors. Vocab- L. Focus- There is...There are.	Listening: Camp activities	In line at the movies. Voc .I. focus- what questions about people
Lesson 3- Talents	Talents. Voc. L Focus-Be good at.	At camp .voc .I. focus-what time/when	Game 7: Food puzzle.
Project 2.	European Language Day./2	Get connected 3.Review 3.	Speaking: talking about special events.
Lesson 4- Our pets	Our pets. Voc. L. Focus-very much/a little.	- I like music .voc. I. focus- her/him/it/them	Get connected 6.Review 6.
	Game 1 .What’s wrong?	Let’s look online. Voc .I .focus-how much is/are	I’m hungry. voc. I. focus- countable/uncountable nouns.
	Game 4.All about music.	Language check 13/14.workbook assessment	Picnic plans. voc. L. focus- how much/many?
Unit 2 Our Lives and Routines	Get connected1.Review 1	Our interest. voc. I. focus- like/don’t like.	Language check: lessons 25/26
Project 3	European Language Day./3	In and out of school. voc. I.f ocus-adverbs of frequency	A snack. voc. I. focus - some/any.
Lesson 5- School days	School days. Voc. L .Focus-	Game 5: What are they	On the menu. voc. L .focus-

	Simple present statement	doing?	would like to..
			Get connected 7.Review.7
Lesson 6- Free time	Free time Voc. L. Focus-do you+ verb	Listening: weekend activities	World weather. voc. l. focus what's the weather like?
Lesson 7- People I admire	Language check .Lesson 5/6	Get connected 4.Review 4	Game 8: What's the weather like?
Lesson 8 – The weekend	People I admire, voc. L. Foc-simple present statement	In San Francisco. voc. l. focus-present continuous	Natural wonders. Voc. L. focus- can for possibilities.
	Game:2 Who is it?		Language check: lessons 29/30
Unit 3 Sports and activities	The weekend. Voc.L.Focus-doesn't form	- At the park. Voc.l .focus-pr. continuous negative statements	World of friends. Voc. l. focus- what + verb?
		Language check lesson 17/18	International day. Voc. L. focus- what + noun.
Lesson 9- Sports fun	Listening: A famous skating star	At the beach. Voc. l. focus-pr. continuous .yes/no questions.	Get connected 8 .Review 8.
Lesson 10- Sports equipment	Speaking- Classmates activates.-		Workbook assessment
Lesson 11- Off to camp	Get connected 2.Review 2.	- At the store. Voc.l. focus-pr .continuous-what questions	Portfolio's task & evaluation
Lesson 12- At camp	Sports fun. voc. L .focus-does he/she/it	Game 6: X and O	Firm term test nr.3
	Game 3: Play ball.	Get connected 5. Review 5	
Unit 4 My Interest	Sports equipment. Voc .L. focus-They + verb, do they+ verb	Where are you going? Voc.l. focus- where-be-going	
Lesson 13- I like music	Game 4: All about music.	Birthday parties. Voc. l. focus- simple present vs pr .continuous	
	Portfolio's task & evaluation	Portfolio's task & evaluation	

Lesson 14- Let's look online	Firm term test nr. 1	Firm term test nr.2	
Lesson 15-Our interest			
Lesson 16- In and out of school			
Unit 5 Favorite Activities			
Lesson 17- In San Francisco			
Lesson 18- At the park			
Lesson 19- At the beach			
Lesson 20- At the store			
Unit 6 Entertainment			
Lesson 21- Where are you going?			
Lesson 22-Birthday parties			
Lesson 23- Let's see a movie			
Lesson 24- In line at the movies			
Unit 7 What we eat			
Lesson 25- I'M hungry			
Lesson 26- Picnic plans			
Lesson 27- A snack			
Lesson 28- On the menu			
Unit 8 The Natural World			
Lesson 29- World weather			
Lesson 30 Natural wonders			
Lesson 31- World of finds			
Lesson 32- International day			

FIELD COMPETENCES:

1. Listening: Learning Outcomes for the Competence of Listening
<ul style="list-style-type: none">➤ Shows your understanding of the main points and thoughts expressed in passages composed of materials recognized by different contexts, including day or future events.➤ They may need some repetition.
2. Speaking: Learning Outcomes for the Competence of Speaking
<ul style="list-style-type: none">➤ Express agreement or not when he/she is asked for an opinion on a known issue;➤ Speaks understandably and with the right intonation when it shows an event, an experience, or when describing something;➤ Discuss small groups on topics that interest, ask questions and provide simple answers;➤ Prepares materials for the organization of performances and exhibitions in the classroom; -➤ Participates in the role play;
3. Reading: Learning Outcomes for the Competence of Reading
<ul style="list-style-type: none">➤ Use the appropriate strategies to read simple texts, learn new words, distinguish the word, sentence and paragraph;➤ reads a short text and identifies the characters, the location and the time event;➤ rethink the event coherently;➤ Gives her feedback about a short, literal text.
4. Writing: Learning Outcomes for the Competence of Writing
<ul style="list-style-type: none">➤ Writes in a letter what happened to him in the near or distant past;➤ Writes simple texts to make an invitation or proposal. (Paper, postcard) according to the models given.
5: Fair use of language: Learning Outcomes for the Competence of fair use of language
<ul style="list-style-type: none">➤ Distinguishes and forms simple, question-marking sentences in the present, past, and future

- Conjugate regular and irregular verbs, in the present, past, and future, according to the given patterns
- Use relative pronouns
- Use qualitative adjectives, pronouns, possessives etc.

THE MAIN LEARNING RESULTS ACCORDING TO THE KEY COMPETENCE Degree: 4

I. Competence of communication and expression

- Express experiences that have accompanied during the viewing and listening to a movie, documentary, exhibition, dramatization, acting, etc. in one of the forms of expression (oral, written, drawing, mime, movement, etc.).
- Listens carefully to the presentation of another and participate in the discussion with simple sentences on familiar topics, provided that the interlocutor be willing to repeat or rephrase his phrases.
- Correct reads aloud a short text with familiar words and themes from everyday life.
- Write a short text and simple a familiar theme.
- Identify the main characters of a story, drama, film, song, etc., and plays one of the characters in interaction with peers.
- Express orally and in writing simple sentences in a foreign language and translates the language.
- Writes a postcard short and simple, a wish, completes a questionnaire with personal details.

II. Competence of thinking

- Clarifies by speaking the steps of solving a simple problem, facing a life situation.
- Identify a topic / events, characters, time, place, etc.
- Weighing the pros and cons of an idea, attitude, behavior manifested by one or more persons (in the classroom / school or outside it).

III. Learning Competency

- Follow the instructions given in a text to realize an action / activity / task requested.
- Ask and answer related themes from everyday life, with a simple vocabulary.
- Choose independently, but with the help of teachers' problem, given the task of presenting to others.

- Collects and classifies its performance materials for portfolio preparation or personal enrichment.
- Uses various sources of information for the preparation of a given topic.
- Identifies and compares the information known about a topic, issue or event specific real-life using various techniques (p.sh marking with different characters).
- Compare his progress, with previous experience in performing a task or a specific activity.
- Use personal portfolio as a means of identifying its strengths and weaknesses in certain areas, developing a work plan with concrete steps for improvement.
- Introduces 3 minutes themselves, school, family, wishes, etc., with simple sentences.

IV. Competencies for life, entrepreneurship and the environment

- Prepare a simple plan daily writing for two or three daily activities, given the time, place, materials and tools required for performing the task.
- Find the commonalities and differences between the activities organized at school with them at home and describes individually through one of the forms of expression are discussed in the group.
- Identify resources (materials, tools, etc.) and uses the right way to perform a task / activity in the classroom, at school, at home.
- Prepare an autobiography where he presented himself to personal data and trends, that for certain areas, and desired occupation 0.
- Prepare a business plan a week.
- Discuss with a simple vocabulary to student behavior in the classroom, school and other facilities in a given situation, presenting ideas through concrete examples.

V. Personal competence

- Collaborates with others regardless of background, abilities and special needs to achieve a common goal in classroom activities, school or elsewhere.
- Actively cooperates with all peers (regardless of their background, abilities and special needs) towards achieving a common goal. (Project / activity based on class / school or outside it).

VI. Civic competence

- Determine the rules of group work, in collaboration with members of the group.
- Express an opinion seeking prior permission from the group, respect the opinion of each member of the group by listening actively, set cooperating with all members, the ways that lead to the completion of a given activity.

➤ Expresses, listens and respects the opinions of every member and determines the method of completion of a joint activity.
VII. digital competence
<ul style="list-style-type: none"> ➤ Identify characters, time, place a short text to hear (the audio-visual means), expressed clearly and slowly. ➤ Conducts original artworks, personal using found images of sources of information, as a form to express their emotions 1. ➤ Use digital technology to find needed information.

Syllabus Plan for the three first months

September – December 24 classes

Nr	Week	Units	Comp	Formation	Sort	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources
1		Unit 1 All about you and me.	Read	Communication and culture	New knowledge	Lesson 1 New Friends, vocabulary and language focus “ Negative-question form	Asking about others	Pair work	Self-evaluation	Student Book
2	II	Project 1	Write	Acts and communication functions	Elaboration of knowledge	“European Language Day”. First step Personal possessions, pronouns and adjectives,	To sing songs in English	Group work	Evaluation among learners	Tape, Cd

						Demonstrative pronouns				
3			Read	Communication and culture	New knowledge	Lesson 2. Neighbors. Vocab- L. Focus-There is... There are.	Describing their neighborhood	Group work	Among pupils	Student book, cd.
4			Read	Communication and culture	New knowledge	Lesson 3. Talents. Voc. L. Focus-Be good at.	Describing someone talent	Pair work	Check the mistakes	
5	IV	Project 1	Speak	Acts and communication functions	Elaboration of knowledge	1. "European Language Day". Second step	-To overact rhymes in different languages (English, French, Italian)	Group work	Evaluation among learners	Pens
6			Read	Communication and culture	New knowledge	Lesson 4. Our pets. Voc. L. Focus-very much/a little.	Talking about likes/dislikes	Pair work	Self-evaluation	Student Book
7			Speak	Acts and communication functions	New knowledge	Game 1. What's wrong?	Find the mistake	Group work	Correct the mistakes	Video projector
8	V		Use of language	Grammatical structure	New knowledge	Get connected 1. Review 1	Act out	Individual work	Check the mistakes	Class objects
9		Project 1	Read	Acts and communication functions	Elaboration of knowledge	European Language Day./3	-To overact rhymes in different languages (English.	Group work	Evaluation among learners	Video projector

							French, Italian)			
10		Unit 2 Our lives and routines	Read	Communicatio n and culture	New knowledge	Lesson 5. School days. Voc. L Focus- Simple present statement	New vocabulary	Cluster	Check the mistakes	Notebook
	VI									
11			Read	Communicatio n and culture	New knowledge	Lesson 6. Free time Voc. L. Focus-do you+ verb	Asking about free time activities	Group work	Evaluati on among learners	Pens
12			Write	Grammatical structure	Elaboration of knowledge	Language check .Lesson 5/6	Act out daily activities	Group work	Among pupils	Board
13			Read	Communicatio n and culture	New knowledge	Lesson 7 . People I admire, voc. L. Foc -simple present statement	Talking about people lives.	Group work	Evaluati on among learners	Pens
14			Speak	Acts and communication functions	New knowledge	Game:2 Who is it?	To find the right person	Cluster	Check the mistakes	Notebook
15	VIII		Read	Communicatio n and culture	New knowledge	Lesson 8. The weekend. Voc. L. Focus- doesn't form	Talking about weekend activity	Pair work	Self- evaluati on	Video projector
16			Listen	Communicatio n and culture	New knowledge	Listening: A famous	Getting information	Cluster	Evaluati	Video projector

						skating star			on	
17			Speak	Acts and communication functions	New knowledge	Speaking- Classmates activities.-	Situations among pupils	Pair work	Correct the mistakes	Video projector
18			Use of language	Grammatical structure	New knowledge	Get connected 2.Review 2.	Act out	Individual work	Check the mistakes	Class objects
19	XI	Unit 3 Sports and activities	Read	Communication and culture	New knowledge	Lesson 9. Sports fun. voc. I. focus- does he/she/it	Asking what sport someone does	Pair work	Competition	Laptop
20			Speak	Acts and communication functions	New knowledge	Game 3: Play ball.	Explain the game	Group work	Correct the mistakes	Video projector
21			Read	Communication and culture	New knowledge	Lesson 10. Sports equipment. voc. L. focus- They + verb, do they+ verb	Talking about sport equipment	Group work	Evaluation among learners	Pens
22			Speak	Acts and communication functions	New knowledge	Game 4: All about music.	Types of music	Individual work	Check the mistakes	Class objects
23	XII		Use of language	Acts and communication functions	Elaboration of knowledge	Portfolio's task & evaluation	The assignment	Individual work	Check the mistakes	Class objects
24			Write	Grammatical structure	Gained knowledge	Firm term test nr. 1	Testing their gained knowledge	Individual work	Evaluation	papers

