

COLLÈGE DE LA SALLE FRÈRES

MYP **NEWSLETTER**
2020

YEAR 1



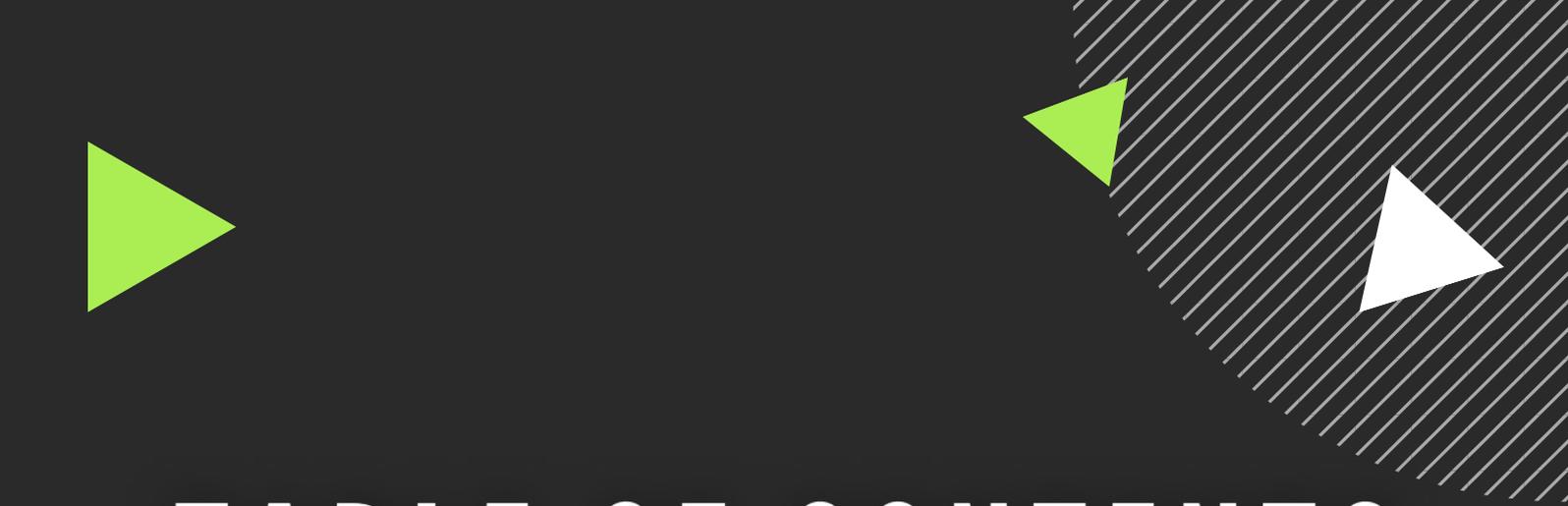


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ARABIC LANGUAGE

صحتنا في غذائنا

- الهوية
- الشخصية / التعبير عن الذات
- (الهويات والعلاقات) (احترام الذات)

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السياقات العالمية
- والاستكشافات :

اللغة وسيلة للتعبير عن الذات و الاعتزاز بها وبالهوية الوطنية و التعبير عن الصفات الشخصية وبناء العلاقات مع الآخرين.

- جملة البحث والاستقصاء :

المهارة التواصلية :
استعمال مجموعة متنوعة من الوسائط للتواصل مع مجموعة مختلفة من الجماهير.

- مهارات أساليب التعلم :

نظرة عامة على الوحدة :

تم عرض فنون أدبية متنوعة، وقام الطلبة بتحليل نصوص مختلفة، أدت إلى زيادة معرفتهم في أنواع المقالات (السياسية، الاجتماعية، الأدبية، العلمية)، وطريقة كتابة المقالة.

نظرة عامة على الأنشطة والمهام :

تم الانتهاء من مقالة عالم النحل وتحليلها من حيث العناصر (المقدمة، العرض الأول، العرض الثاني، العرض الثالث) باستخدام أدوات الربط. قام الطلبة بتوظيف مهارة التفكير والتحليل من خلال عمل مقارنة ومقارنة بين عالم النمل وعالم النحل. قام الطلبة بتوظيف المهارة التواصلية (الكتابة) من خلال القضايا النحوية والإملائية الآتية: المثنى / جمع المذكر السالم / ألف التفريق.

نظرة عامة على التقييم - التقييمات التكوينية والختامية :

أنجز الطلبة التقييم الآتية:

تقييم ذاتي / للقراءة الجهرية. تقييم القضايا الإملائية في مهارة ألف التفريق. تقييم الفهم والاستيعاب في معيار أ. تقييم الكتابة التعبيرية في المعايير (ب ، ج ، د)

VISUAL ART

Nature and Expression

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Innovation and Expression
- Orientation in Space and Time (Natural and human landscapes and resources)

- Statement of Inquiry :

Change in the way we see natural and human landscapes can express innovation

- ATL Skills :

- Thinking Skills (Creative thinking) :
Use brainstorming and visual diagrams to generate new ideas and inquiries/ Make unexpected or unusual connections between objects and/or ideas/Apply existing knowledge to generate new ideas, products or processes.
- Research (Information literacy) :
Make connections between various sources of information./Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking Skills (Transfer) :
Combine knowledge, understanding and skills to create products or solutions.

Month Overview :

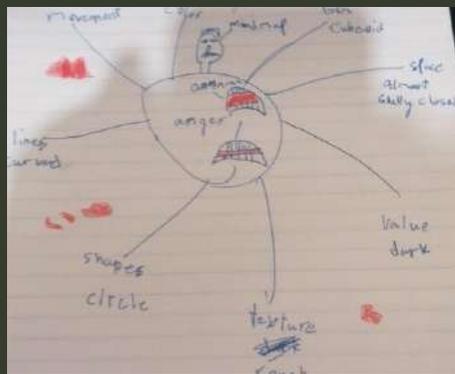
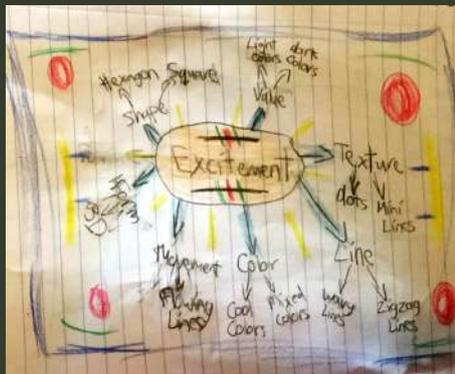
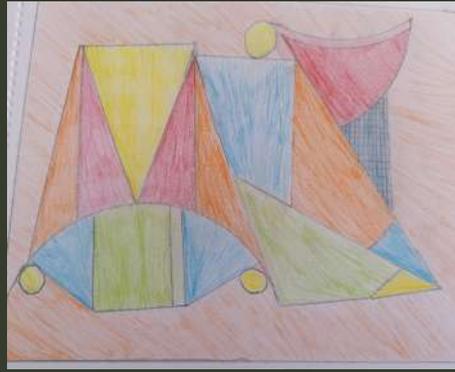
Upon finishing the first unit about abstract art creating whimsical abstract artworks, we started a new unit about natural and human landscapes. The unit tackles landscapes as a genre of art that evolved and changed throughout art history. The unit expresses interesting colorful mixes implementing oil pastel and acrylic paint utilizing their understanding of color theory. A well rounded understanding of atmospheric perspective guides the students in their creations.

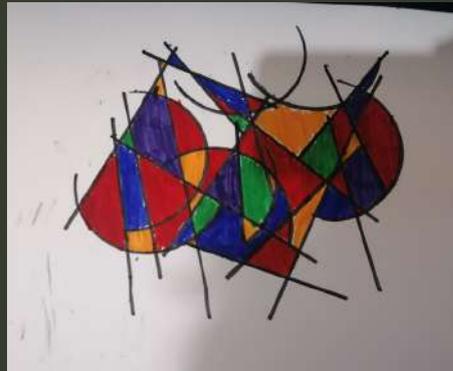
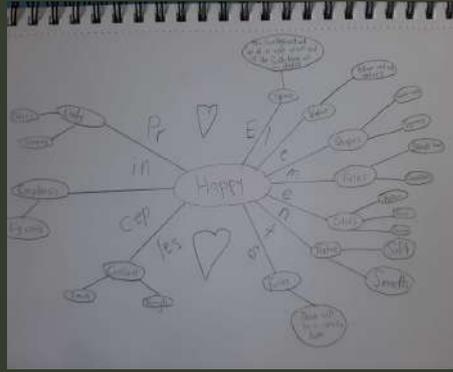
Activities and Tasks Overview :

The students are implementing several inquiries towards understanding the difference between natural and human landscapes. A small research was done on this and they reflected on the padlet. Then we moved on to color mixing and understanding and utilizing their acquired information about the color groups, schemes, saturation, values and hues. The students studied one of Monet's landscapes and replicated his art style. Moreover, in an intention to develop more skills, the students are using paints to create color blends in Van Gogh's style. Further inquiries and understanding of composition and perspective are planned for this unit.

Assessment Overview :

In an aim to understand how change in the way we see natural and human landscapes can express innovation in art, the students are developing their skills to create a painting of a natural or human landscape created in the style of Van Gogh as well as a presentation that links the artist style to their work. All four criteria will be covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).





DESIGN

Design as a Form of Expression

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Form & Resources
- Personal & Cultural Expression (Creation)

- Statement of Inquiry :

Communication & resources lead to creation of forms.

- ATL Skills :

- Research Skills (Information-literacy) :
Collect and analyse data to identify solutions and make informed decisions.
- Thinking Skills (Transfer) :
Combine knowledge, understanding and skills to create products or solutions.
- Self-management Skills (Reflection) :
Focus on the process of creating by imitating the work of others.

Month Overview :

In this month, we continued work on our first unit, and practiced more on using different tools, including hand-drawn sketches and digital programs (Krita), to express our designs.

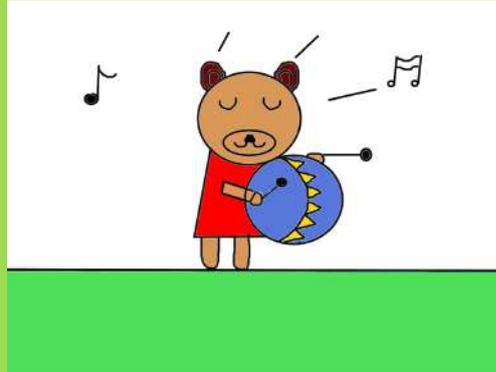
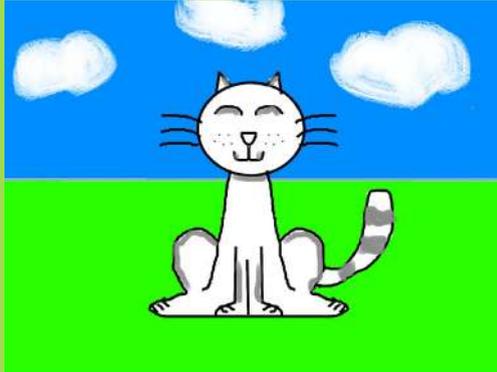
Activities and Tasks Overview :

We finalized our first unit and successfully created characters for different purposes in both our formative and summative tasks. The students learned how to use Krita, a digital paint programme to draw and present characters, and we started learning how to use the tools to create a picture of a cat. Other activities included learning how to do sketch options in the design journal for different cases so as to improve our sketching skills. We also focused on learning how to analyze drawings and use that analysis in our work.

Assessment Overview :

The students were assessed in their abilities to analyze and to research the meaning of the different events and to analyze similar characters and use that to create their own. For the formative the students were requested to create a character for a music event, and in the summative a character for a culinary arts course. The students were also assessed in the use of the program 'Krita' through different tasks aimed at learning the tools and getting better at hand-eye coordination.





DRAMA

(Once upon a time) The Art of Writing a Story

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Identity
- Narrative and Inspiration
- Identities and relationships (Identity Formation)

- Statement of Inquiry :

We can get inspired to implement our identity in a story that we are going to perform.

- ATL Skills :

- Communication Skills :
Take effective notes in class / Make effective summary notes for studying / Use a variety of organizers for academic writing tasks.
- Research Skills (Media literacy)
Interacting with media to use and create ideas and information / Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Month Overview :

The unit focuses on story writing and telling, using research and types of writing a story (imaginary or biography). This month we focused in particular on how the story must be dramatic so it can be performed by storytellers.

Activities and Tasks Overview :

Students learned the full elements of writing a short dramatic story. They developed a short story; first, the introduction, then, the body and finally the ending of the story. They shared their stories during lessons and took notes to develop their own. Students also learned how to present their stories and drive the situation they want to talk about clearly to the audience.

Assessment Overview :

The summative assessment will be given at the end of this month. It will be about writing a short story using story elements and students will film themselves while they are narrating the story they wrote.

ENGLISH AND LITERATURE

Do Advertisements Run the World?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Audience Imperatives, Style and Purpose
- Globalization and Sustainability (Commodities and Commercialization)

- Statement of Inquiry :

Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.

- ATL Skills :

- Communication Skills :
Read critically and for comprehension & Give and receive meaningful feedback.
 - Thinking Skills (Creative Thinking)
Generating novel ideas and considering new perspectives.
 - Research Skills (Information-literacy) :
Finding, interpreting, judging and creating information.

Month Overview :

In October, we wrapped up the first unit 'Do Advertisements Run the World?', and started Unit 2. In the second unit, students are introduced to the genre of drama through reading and analysing the play Frankenstein.

Activities and Tasks Overview :

Through interactive sessions, students learned how to consider multiple perspectives by writing a discursive essay. The focus was on following a certain structure, justifying different viewpoints and using techniques to engage the reader. After the End of Unit Reflection and the summative assessments, students were introduced to the genre of drama in their new unit: A Warning to Humanity. Learners got to know about the different literary genres, drama elements and the biography of Mary Shelley, the author of Frankenstein before getting started with the play.

Assessment Overview :

Students were formatively and summatively assessed in Criteria B (Organising), C (Producing Text) and D (Using Language). They created different types of advertisements and wrote discursive essays about different topics.

FRENCH LANGUAGE

Who Am I? What is my identity?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Culture
- Purpose and Accent
- Identities and Relationships (Identify Formation)

- Statement of Inquiry :

The purpose of every nation's culture is to specify its identity as well as the accent of the spoken language.

- ATL Skills :

- Communication Skills :
Give and receive meaningful feedback
- Research Skills (Information-literacy) :
Access information to be informed and inform others.
- Thinking Skills (Critical Thinking) :
Interpret data

Month Overview :

We are still covering the same unit. Our first unit focuses on the meaning of identity and what builds people's identities. Students explored and learned about several French speaking countries and their cultural backgrounds.

Activities and Tasks Overview (phase 1) :

Learners continued working on the same unit “what is my identity?”. They were able to discover the prepositions used with countries and cities and to differentiate between feminine and masculine countries. Learners revised the numbers and identified them all from 0-100. In addition to that, they revised the days of the week and identified the months of the year. Then, they learned how to describe the date of their birth with the day and the month. Learners explored the family members in French and answered questions about their own families.

Activities and Tasks Overview (phase 2) :

We continued with the same unit “Who Am I? What is my identity?” where we talked about French speaking countries and cities around the world. We reviewed their flags and where they are located on the world map. After that, we revised the nationalities and how to form sentences using the verb ‘be’. Students talked about their identities and their birthdays. We also did several online activities.

Assessment Overview :

We covered Criteria A (Comprehending Spoken and Visual Text) and B (Comprehending Written and Visual Text) by doing a formative assessment. The first summative assessment will be on the 4th of November, 2020.

INDIVIDUALS AND SOCIETIES

What does it mean to be a global citizen?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Global Interactions
- Choice and Power
- Globalization and Sustainability (Human impact on the Environment)

- Statement of Inquiry :

Global problems are a reality but individuals have the power and choice to make a positive difference.

- ATL Skills :

- Communication Skills :
Give and receive meaningful feedback.
- Research Skills (Information-literacy)
Access information to be informed and inform others.
- Thinking Skills (Critical Thinking) :
Interpret data

Month Overview :

We have continued working on the same unit during this month as well. We are moving at a slower pace to ensure that all students are able to keep up with online lessons. During this month, our students showed caring attributes towards the environment as they have been trying to become more environmentally conscious.

Activities and Tasks Overview :

Our students have finished exploring the first Environmental Case Study (Plastic Oceans) together as a class. Students watched several videos on the matter and gained more knowledge on a personal level. They reflected individually on small actions they can take to help end this issue in Jordan. After that, we moved on to the second Environmental Case Study (Deforestation) where they worked formatively to research the issue and find some viable solutions. Finally, our students were introduced to The United Nations' Global Goals Programme for Sustainable Development. They reflected on the work people can achieve when they work together.

Assessment Overview :

Students finished their first formative assessment successfully and received detailed feedback on their work. After that, they moved on to their summative assessment that was research based and tackled all the unit's criteria A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

MATHEMATICS

Numbers and Number Systems / Civilizations and Human Interactions

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Form
- Representation and Systems
- Orientation in Space and Time (Civilizations and Social Histories)

- Statement of Inquiry :

Different systems and forms of representation develop as civilizations evolve and humans interact.

- ATL Skills :

- Social Skills (Collaboration) :
Listen actively to other perspectives and ideas.
- Research Skills (Information Literacy) :
Present information in a variety of formats and platforms.

Month Overview :

This month, we focused on our decimal number system. We focused on practicing some operations, and classifying and expressing the numbers according to their factors and multiples and divisibility. Also, we had a general revision on decimals.

Activities and Tasks Overview :

Students enjoyed playing online games related to the topics we covered in class. They were also able to share their class work on their own whiteboards. They searched the tree method to find factors. Now, they can use three different methods to find the GCF and LCM: ladder, list and tree method. We watched a video about prime numbers and can identify them up to 100 as well as the divisibility rules and find if a number is divisible by another or not.

Assessment Overview :

Students had two different in class formative assessments in Criterion B (Investigating Patterns). The first was about finding patterns and the second was about consecutive numbers. They also had another formative assessment in Criterion C (Communicating) and conducted a research about Pi and presented their information using powerpoint.

MUSIC

DIY Instruments

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Innovation and Structure
- Personal and Cultural Expression (Creation)

- Statement of Inquiry :

Creation and innovation can change the world into a better place through proper structures.

- ATL Skills :

- Thinking skills (Creative thinking) : Identify obstacles and challenges.
- Thinking skills (Critical thinking) : Create original works and ideas; use existing works and ideas in new ways.
- Communication skills : Give and receive meaningful feedback.

Month Overview :

This month we have continued to tackle the same unit. Students will learn how to create a musical instrument using materials of their choice.

Activities and Tasks Overview :

After studying different types of instruments each student chose his/ her own instrument that they need to work on during this month. In order to start the process of creation, they were asked to conduct a research about the material they are going to use, and to mention the process in a powerpoint presentation explaining each step. They explained the difference between the normal sound and the musical sound and how to use the tuner in order to tune their own instruments.

Assessment Overview :

Students will be assessed summatively at the end of the unit according to their end product.

PHE

Badminton

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Movement and Balance
- Personal and Cultural Expression (Practice and Competency)

- Statement of Inquiry :

Practice with competency and using effective communication and movement with the required balance will give us the win.

- ATL Skills :

- Communication :
Actively listen to verbal calls and observe nonverbal cues in order to understand teammates during game play.

Month Overview :

In this month, we have continued tackling our unit on Badminton. We focused on doing a plan to improve the badminton serve, rules of the game and the fundamental skills of Badminton (Serve, Forehand and Backhand Shots)

Activities and Tasks Overview :

Students outlined physical health education factual, procedural and conceptual knowledge. They constructed and outlined a plan for improving the badminton serve. They described the effectiveness of the plan based on the outcome. They watched games for singles and videos on badminton skills.

Assessment Overview :

Students had a formative assessment in Criterion A (Knowing and Understanding). As for Criteria B (Applying for Performance) as well as D (Reflection and Improving Performance), they are still in process.

SCIENCE

What do Scientists do?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Transformation and Environment
- Globalization and Sustainability (Commonality)

- Statement of Inquiry :

The creative use of the moving particle theory allows us to predict the changes in the behaviour of solids, liquids and gases in different environments and to understand the commonality between them.

- ATL Skills :

- Thinking Skills (Creative Thinking) :
Make guesses, ask 'what if' questions and generate testable hypotheses. / Create novel solutions to authentic problems.

- Social Skills (Communication) :
Read for meaning and understanding the importance of following experimental instructions

Month overview :

This unit focuses on the states of matter and how all matter is made up of incredibly small particles. In order for us to better understand the behaviour of solids, liquids, and gases we are introduced to a model that scientists use called 'moving particle theory'.

Activities and Tasks Overview :

In this chapter we have formulated and communicated scientific questions and ideas based on our reading comprehension, research and investigations. We invested our knowledge and understanding of the states of matter to explain daily phenomena. Through particle theory, we applied our skills to understand unfamiliar situations, including expansion, changes in altitudes, and condensation problems.

Assessment Overview :

Students had their Summative Assessment in Criterion A (Knowing and understanding) where they applied their knowledge of the states of matter and the particle theory.