

COLLÈGE DE LA SALLE FRÈRES

MYP  NEWSLETTER
2020

 YEAR 2



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ARABIC LANGUAGE

نحو بيئة آمنة

- الرّوابط
- النّوع الأدبيّ والسّياق
- العولمة والاستدامة (السّياق)

- المفهوم الرّئيس :
- المفاهيم ذات الصلة :
- السّياقات العالميّة
- والاستكشافات :

للنّوع الأدبيّ والسّياق دور مهمّ في الكشف عن الرّوابط بين الأنظمة والمجتمعات التي صنعها الإنسان وتأثيرها في البيئة.

- جملة البحث والاستقصاء :

المهارة التّواصلية :
استعمال مجموعة متنوعة من الوسائط للتواصل مع مجموعة مختلفة من الجماهير.
مهارة التّفكير من خلال اكتساب معرفة جديدة.

- مهارات أساليب التّعلّم :

نظرة عامة على الوحدة :

تحدّث الوحدة فنّ المقالة: حيث سيتعرّف الطلبة إلى عناصر المقالة، أنواع المقالة، طريقة كتابة المقالة، الغاية من كتابة المقالة. سيتم تحليل مقالات متنوّعة.

نظرة عامة على الأنشطة والمهام :

تمّ عرض مقالات متنوّعة للطلبة، وميّر الطلبة أنواع المقالات. تشارك الطلبة في تحديد نوع المقالة من خلال العنوان. قام الطلبة بتحليل المقدّمة، والعرض، والخاتمة. تمّ تحليل المقالات الآتية :

عالم الطّيور.
نيلسون مانديلا.

تمّت مراجعة الطلبة ببعض المهارات النّحويّة والإملائيّة من خلال كتيّب أوراق عمل إثرائيّة.

نظرة عامة على التقييم - التقييمات التكوينية والختامية :

سيتعرّض الطلاب إلى تقييمات تكوينيّة أثناء رحلة تعلّمهم، من خلال كتابة مقالة، وتحليل نص فهم المقروء. التقييم الختامي، سيكون عبارة عن كتابة مقالة وفق المعايير: أ (التحليل)، ب (التنظيم)، ج (إنتاج النص)، د (استخدام اللغة)

VISUAL ART

Turning Points

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

- Change
- Narrative, Style
- Orientation in Space and Time (Turning Points and Big History)

- Statement of Inquiry :

Turning Points Changes artistic narratives and styles.

- ATL Skills :

- Thinking Skills (Creative-thinking) :
Make unexpected or unusual connections between objects and/or ideas. / Apply existing knowledge to generate new ideas, products or processes.

- Research Skills (Information literacy):
Make connections between various sources of information. / Present information in a variety of formats and platforms.

- Research Skills (Media literacy) :
Make informed choices about personal viewing experiences. / Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Unit Overview :

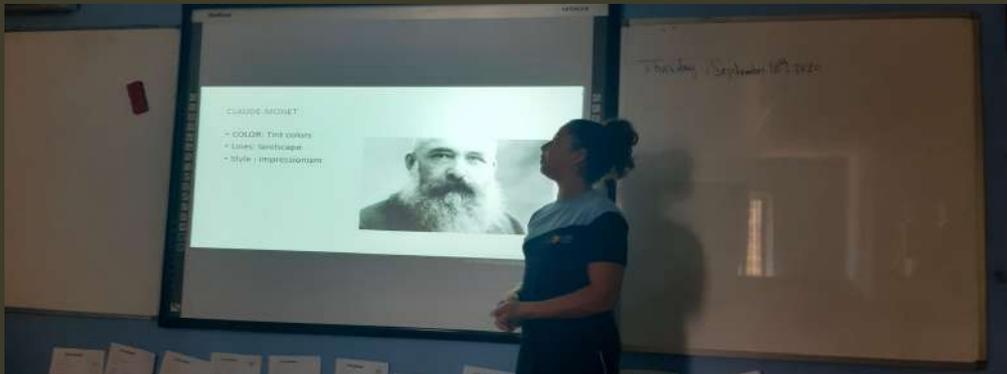
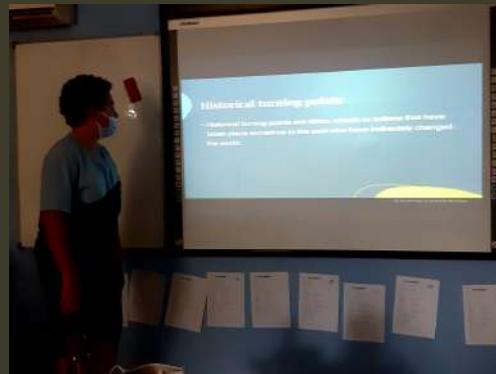
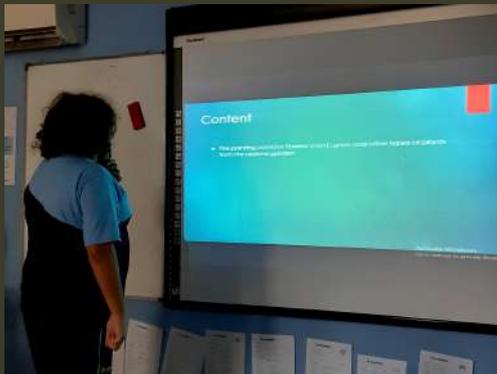
We initiated the year recapping and reviewing the art creative cycle building on prior knowledge. Furthermore, this unit links the different turning points in art history and how artists realized new ways, stories and techniques to use in order to adapt them to their personal turning points.

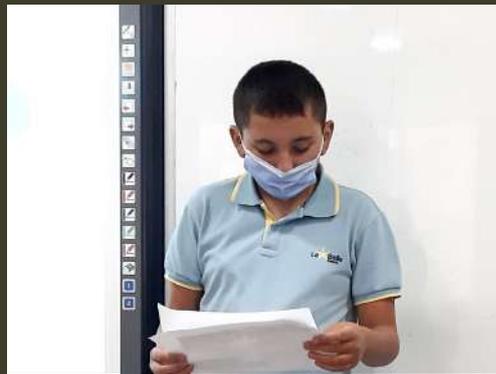
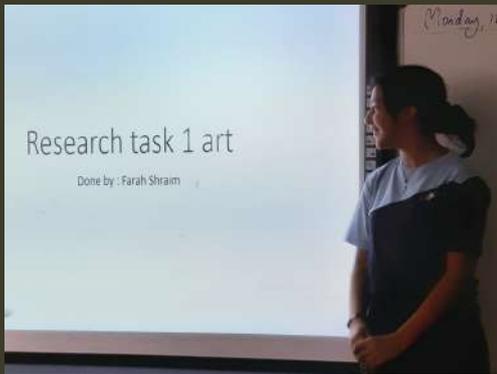
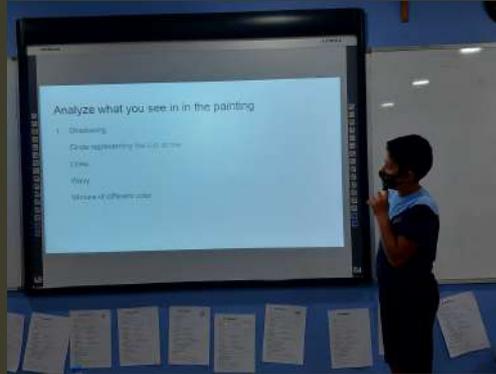
Activities and Tasks Overview:

The beginning of the unit revolved around discovering the different turning points in Art history, the differences between world turning points and personal turning points. We took Picasso's famous artwork "Guernica" as an example and discussed the different layers the artist introduced in his painting and how his piece represented a famous turning point in history. In reflection on this concept, the students tried to discover the different turning points in art history, by researching Monet's "Sunrise" painting and Van Gogh's "Irises" painting. They did an analysis and concluded their findings into a personal opinion. Those inquiries paved the way towards discovering their own personal turning points and how they can use those as a source of inspiration to create their personal artworks. Once we started our online phase, our students were engaged in personal endeavours to create a concept map, a mood board and sketch the collected ideas.

Assessment Overview :

Formatively the students will start sketching a series of different ideas that will develop gradually towards their final outcome. In preparation for next month's summative. During this summative the students will cover the following criteria: Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding). The students will imagine that they are 70 years old, going through old papers and scraps, and come across a scrapbook that they have once created collecting in it memories of different narratives and turning points. Accordingly, they will create a cover page for this scrapbook using a variation of mixed mediums.





DESIGN

There is no Planet B!

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

- Communication
- Resources & Sustainability
- Globalization and sustainability (Human impact on the environment)

- Statement of Inquiry :

Communication of Human impact on the Environment protects Resources & Ensures Sustainability

- ATL Skills :

- Research skills (Information literacy) :
Collect and analyse data to identify solutions and make informed decisions
- Thinking (Critical thinking) :
Evaluate evidence and arguments / Draw reasonable conclusions and generalizations
- Thinking (Transfer skills) :
Combine knowledge, understanding and skills to create products or solutions

Unit Overview :

Our first design unit shall combine the use of a digital tool (Adobe Photoshop & Krita) in addition to research and analysis skills to create a poster.

Activities and Tasks Overview :

At the beginning of the unit, we explored the concept of design by analyzing a designed piece of furniture and compared it to one in our studio to learn the differences. After that, we explored the Key and Related concepts in the form of team activities, research, and brainstorming in order to understand the terms such as resources, human impact, and sustainability. Then, the students learned how design and the cycle are part of our everyday life by analyzing a clip. Students learned what mind maps are and how to make them and use them. Students started learning basic Adobe Photoshop skills and tools by creating small projects and combining pictures.

Assessment Overview :

Formative assessments were mainly to demonstrate understanding of design concepts and perform research and analysis to draw conclusions. The formative assessments will also involve demonstrations of their acquired skills in the digital tools.



DRAMA

Scenes on paper (The Art of Turning a Story into a Script)

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

- Change
- Play and Change
- Orientation in Space and Time (Evolution)

- Statement of Inquiry :

Changing narratives into playscripts can help directors convey images of different places and times.

- ATL Skills :

- Communication Skills :
Write for different purposes / Structure information in summaries, essays and reports
- Thinking Skills (Transfer) :
Utilizing skills and knowledge in multiple contexts / Combine knowledge, understanding and skills to create products or solutions

Unit Overview :

This unit focuses on the art of turning a story into a script and how the image can be changed from one scene to another unlike the story itself.

Activities and Tasks Overview :

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, we started watching a video and wrote down the detailed picture elements. After that, students analysed a story into detailed elements.

Assessment Overview :

A summative assessment will be given at the end October. It will include writing a scene based on a part of a short story.

ENGLISH AND LITERATURE

What Makes a Life Worth Writing About?

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

- Communication
- Context and Genre
- Identities and Relationships (Roles and role models)

- Statement of Inquiry :

The genre of biography not only enables us to preserve and communicate individual histories as writers, but also allows us as readers to develop an understanding of how our social context and relationships with others can play a key role in shaping our identities.

- ATL Skills :

- Communication Skills :
Exchange thoughts, messages and information effectively through interaction & Give and receive meaningful feedback.
- Thinking Skills (Creative Thinking) :
Use brainstorming and visual diagrams to generate new ideas and inquiries.
- Research Skills (Information-literacy) :
Finding, interpreting, judging and creating information & Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.

Unit Overview :

In English Language and Literature, students are exposed to different literary genres. In this unit, students are introduced to non-fiction through analysing and creating biographies. The focus is on learning and using the structure, conventions and register of biographies.

Activities and Tasks Overview :

Through interactive sessions, students were introduced to the meaning and purpose of biographies. They learned the conventions of biographies and ways to engage readers by comparing and contrasting different biography extracts. With the help of Ms. Nour Snobar, our Teacher Librarian, learners used their research skills to gather information about their chosen biographee. Finally, students learned how to use the appropriate register and type of sentences in their biographies.

Assessment Overview :

Students are being prepared for their formative and summative assessments in which they will be asked to write a biography.

FRENCH LANGUAGE

What is the school for?

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

- Connections
- Meaning, Structure and Purpose
- Fairness and development (Imagining a hopeful future)

- Statement of Inquiry :

The structure of a school is built on fairness and self-development as well as giving a purpose and a meaning for an individual's life and helping them to connect with others from different cultural backgrounds.

- ATL Skills :

- Communication Skills :
Give and receive appropriate feedback.
/take effective notes in class.
- Self-management Skills (Reflection) :
Consider content: what did I learn today?
What yet I don't understand? What questions do I have now
- Thinking Skills (Creative Thinking) :
Use brainstorming and visual diagrams to generate new ideas and inquiries

Unit Overview :

Students will learn how to describe their school and school day. They will also learn how to tell time in French and describe what subjects they learn at school. They will answer the big question "why do we go to school?" They will discuss forbidding the use of mobile phones at school. Then, they will discuss if everyone has equal education. They will discover some modes of transportation and some grammatical issues.

Activities and Tasks Overview (Phase 1) :

We started the 1st semester by doing several ice-breaking activities in the form of games. Then, we revised “How to present yourself” in French where students presented themselves. Students expressed what they prefer by doing an interactive activity that was called “What do you prefer”? We also revised the IB Learner Profile both in English and French. After that, we had a glimpse of the first unit. We started with the first unit that talks about schools. Students talked about their daily routine in school, during summer break as well as their routine during quarantine. We revised the numbers in French then we learnt how to tell the time.

Activities and Tasks Overview (Phase 2) :

Students worked on ice-breakers to get to know each other and to feel comfortable to use the language after the long holiday. Then, they went through a revision worksheet that was posted on Edunation. Learners identified the first unit: the title, statement of inquiry, key and related concepts, global context, the objectives and the questions of the unit (Factual, Conceptual and Debatable). Students in Phase 2 started working on “Que fais-tu pendant la journée?” They continued working on the daily routine by discovering the verbs they can use to describe it. The lesson was uploaded on Managebac and Google Classroom online platforms. Students discovered how to talk about the time “Quelle heure est-il?” Then, answered different questions about the time and their daily routine (page 84). They used the verbs and the time to write a short paragraph to describe their daily routine.

Activities and Tasks Overview (Phase 3) :

We started our semester by ice-breaking activities, songs and games. Students completed a sheet about introducing themselves and what they like and dislike. We revised some general information. We got to know the first unit: title, statement of inquiry, key and related concepts, global context and the objectives of the unit as well as factual, conceptual and debatable questions. We learned how to tell time in French. We watched a video and played a game on “quizlet” to practice telling time. We learned how to describe our daily routine. We watched videos, presentations and we had a text to read and answer. Students answered questions about their daily routine. Homework was given to students: reading a text and answering its questions . Students learned how to use reflexive verbs and we revised the present tense (first group) .

Assessment Overview :

A diagnostic exam was done to place students into different phases based on their levels. As a result, students were placed into three phases. A formative assessment will be held at the beginning of October in Criteria A (Comprehending Spoken and Visual Text) and B (Comprehending Written and Visual Text).



INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

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

- Change
- Globalization and Processes
- Globalization and Sustainability (Human impact on the environment)

- Statement of Inquiry :

Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.

- ATL Skills :

- Communication Skills :
Writing for different purposes
- Research Skills (Information Literacy) :
Making connections between various sources of information
- Thinking Skills (Critical Thinking) :
Applying existing knowledge to generate new ideas, products or processes

Unit Overview :

This unit focuses on the concept of globalization, the opportunities and challenges of globalization along with the causes of its development and advancement in different areas.

Activities and Tasks Overview :

Students were able to identify the concept of globalization along with its positive and negative aspects through analyzing videos and texts. We explored the notion of novelty in regards to globalization; whether it is a recent phenomenon or not. Students were able to delve into the causes of globalization and the effects which aided in its rapid progression through different interactive activities. We investigated globalization and its interrelationship with language and transnational corporations. Students were able to examine threatened or dying languages and methods which researchers have used to preserve these languages. Furthermore, they delved into the significance of transnational corporations and focused on their positive global impact as well as their abhorrent dark side.

Assessment Overview :

Students are being prepared for their Formative and Summative Assessments in which they will be asked to conduct research on the impact of globalization in relation to sports and gaming. They will be assessed in all criteria, A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

MATHEMATICS

Integers

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

- Form
- Quantity and Representation
- Orientation in Space and Time (Turning Points and Big History)

- Statement of Inquiry :

Being able to represent different forms of quantities has helped humans in different points throughout history.

- ATL Skills :

- Thinking Skills (Transfer) :
Make connections between subject groups and disciplines
- Self- management Skills (Reflection) :
Consider personal learning strategies
- Self- management Skills (Organization) :
Use technology effectively and productively

Unit Overview :

This unit focuses on understanding the number system and how it can be used to represent different quantities in our life. Within this unit, students will be familiar with some important explorations and expeditions that happened a long time ago and changed the whole history. Students will use the content of the unit to describe these expeditions mathematically.

Activities and Tasks Overview :

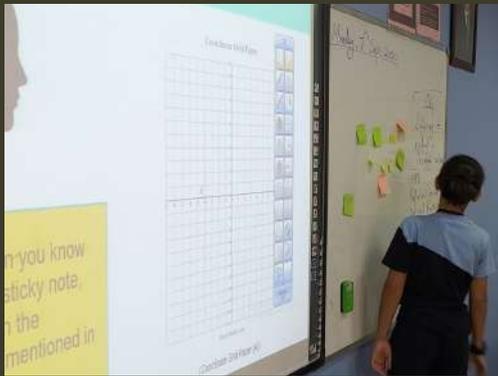
Students are using the content and the knowledge they learned in solving several problems in contexts. Students practiced some activities to understand the content visually in addition to the mathematical way and using tokens and hot air balloons. There was a timer for each activity to enhance self-management.

Assessment Overview :

Students are practicing Criterion A (Knowing and Understanding) formatively in class work and pieces of homework. They took more than one Criterion B task (Investigating Patterns) as a Formative assessment to prepare for the summative. Some strands of Criteria C (Communicating) and D (Applying Mathematics in Real-life Contexts) have been mentioned in our class work.

Service as Action :

Students will have the opportunity to explore ways to communicate in a mathematical way to describe locations and draw maps. They can use it for helping new students in the next scholastic year.





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.

Unit Overview :

In this unit, students will learn how to create a musical instrument using materials of their choice.

Activities and Tasks Overview :

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, after seeing a video about a person who created 72 instruments on his own, students shaped a clear idea of the instrument they would like to create.

Assessment Overview :

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

PHE

Shuttlecock - Badminton

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

- Development
- Interaction and Choice
- Globalization and sustainability (Markets)

- Statement of Inquiry :

The choice to be the best in the badminton market may require developing the interaction between players.

- ATL Skills :

- Thinking Skills (Critical thinking) : Gather and organize relevant information to formulate and arguments.
- Research Skills (Media literacy) : Make informed choices about personal viewing experiences.

Unit Overview :

This unit focuses on the rules of Badminton. Students will learn how to make a forehand serve.

Activities and Tasks Overview :

Students watched a video about the rules of badminton and type of serves.

Assessment Overview - Formative A :

Students will be asked to write conclusions about the badminton doubles rules. Students were asked to make powerpoints presentations about the history of badminton and the rules of the game.

Service as Action Students :

will explore upcoming weeks how interactions between players can improve their development.

SCIENCE

Forensic Science: Evidence and Patterns

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

- Relationships
- Evidence and Patterns
- Scientific and Technical Innovations (Processes and Solutions)

- Statement of Inquiry :

Scientists apply their knowledge and use technology to uncover evidence, identify patterns and construct arguments, which enables them to understand relationships, solve crimes and make new discoveries.

- ATL Skills :

- Communication Skills :
Use a variety of media to communicate with a range of audiences
 - Thinking Skills (Critical Thinking) :
Apply previous knowledge to new situations, construct hypotheses, and analyse evidence to identify patterns.
 - Social Skills (Collaboration) :
Help others to succeed

Unit Overview :

This unit focuses on how forensic science is used not only in burglary and murder cases, but also to support legal cases relating to such things as environmental issues, traffic accidents, missing persons and identifications of the biological parents of a child. It shows how to collect different types of evidence such as fingerprints, fibers and hair, inks and dyes, blood and DNA.

Activities and Tasks Overview :

Students practiced visible thinking routines to explain scientific facts. They practiced their observation skills as they are the first thing that forensic scientists need to do when arriving at a crime scene. Students learned about DNA by practicing a family activity about genetic traits; they checked if they inherited the traits from their mother or father or both. Students researched some traits whether they are recessive or dominant. We learnt about identifying variables, independent variable, dependent variable and controls variables in different cases.

Assessment Overview :

Summative Assessment Criterion D (Reflecting on the Impact of Science)
Students will research whether relying on one type of evidence is reliable. They will summarise the forensic evidence given in different cases and explain how in each of the cases it was misleading or flawed. Then, students will discuss in general terms why forensic scientists need to be very careful about how their evidence is presented to the courts.