

COLLÈGE DE LA SALLE FRÈRES

**MYP** NEWSLETTER  
2020/2021

 **YEAR 2**



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# ARABIC LANGUAGE

## الجهاد ثقافة شعب

- الإبداع
- السّياق/الأسلوب.
- الإنصاف والتّطوير (تخيّل مستقبل واعد)

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

يعكس أسلوب الكاتب وإبداعه معاناة الشّعوب في ظلّ النّزاعات في سياقات مختلفة سعياً نحو مستقبل أفضل.

- جملة البحث والاستقصاء :

المهارة البحثيّة:  
السعي للحصول على مجموعة من وجهات النظر من مصادر متعددة ومتنوعة.  
مهارة التّفكير:  
تقييم الشواهد والحجج.

- مهارات أساليب التّعلّم :

نظرة عامة على الوحدة :

أدرك الطّلبة أهميّة الإنصاف والتّطوير من خلال تحليل رواية " عائد إلى حيفا "، كما أنّهم استطاعوا أن يتخيّلوا مستقبلاً واعدًا لفلسطين المحتلة. وقد بدا ذلك واضحاً من خلال الحوارات الصّفيّة والتّساؤلات المتنوّعة.

نظرة عامة على الأنشطة والمهام :

تمّ الانتهاء من قراءة رواية عائد إلى حيفا، وتمّ تحليل الرواية تحليلاً أدبيّاً. وظّف الطلبة مهاراتهم التّواصلية وذلك من خلال التحدّث عن الرواية بلغة سليمة، كما أنّهم شاهدوا فلم " عائد إلى حيفا" المصوّر، و الذي ساعدهم في زيادة وعيهم وإحساسهم بمعاناة الشّعوب في ظلّ النّزاعات.

نظرة عامة على التقييم :

تعرّض الطّلبة لتقييمات تكوينيّة متنوّعة، كما أنّهم بيّنوا ووضحوا فهمهم لرواية عائد إلى حيفا من خلال التقييم الختاميّ للوحدة، ومن خلال التحدّث الشّفويّ المسجّل. تمّ تقييم الطّلبة في المعايير الآتية: المعيار التحليل. المعيار إنتاج النّص. المعيار استخدام اللغة.

الخدمة والعمل :

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة. إثارة تفكير الطّلبة لإيجاد طرق لحلّ النّزاعات والمشكلات.

# VISUAL ART

## Art in Action 3D Implementations

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

- Form
- Innovation & Presentation
- Globalization and Sustainability (Human impact on the environment)

- Statement of Inquiry :

Presenting innovative forms can impact the environment.

- ATL Skills :

- Thinking Skills (Critical Thinking) :  
Revise understanding based on new information and evidence.
- Thinking Skills (Creative Thinking) :  
Create original works and ideas; use existing works and ideas in new ways.
- Self Management Skills (Organization) :  
Plan short- and long-term assignments; meet deadlines; Use appropriate strategies for organizing complex information-
- Communication Skills Use and interpret a range of discipline-specific terms and symbols; Use appropriate forms of writing for different purposes and audiences

### Month Overview:

Throughout December the students were involved in several investigations discussing human impact on the environment, as well as shedding light on several important causes. We discussed how land art was a way to identify the beauty of the environment and how they can adapt similar techniques in their own way.

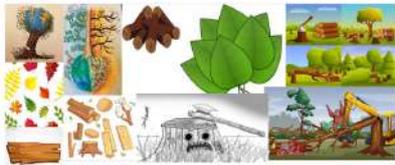
### **Activities and Tasks Overview:**

**Students had the chance to investigate different environmental causes. They worked on research assignments as well as reading more about Andy Goldsworthy, a British sculptor, who was famous for his land art. Several mini-workshops were conducted as each student started to work on developing his/her own idea. Feedback and one to one guidance was the main teaching strategy approached as the students unraveled their way around their personal journal they were creating. The process also included mind mapping, mood board development, sketching and medium experiments depending on the students preference. They were given the choice to create their process journal in several formats. The unit is student driven and was assigned as a service as action, promoting awareness of different environmental causes.**

### **Assessment Overview :**

**All four criteria were covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding). The students presented their findings and artistic creation during January, reflecting on their 3D sculpture, discussing reusing waste materials to raise awareness of different environmental causes.**

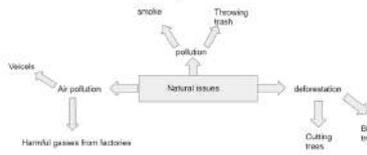
Mood board



Sketches and media



This is the Concept Map



# DESIGN

## Your Voice to the World!

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

- Communities
- Resources and Adaptation
- Orientation in Space and Time (Exchange and Interaction)

- Statement of Inquiry :

The adaptation of resources to allow exchange and interaction serves communities.

- ATL Skills :

- Thinking Skills (Critical Thinking) :  
Revise understanding based on new information and evidence.
- Thinking Skills (Creative Thinking) :  
Create original works and ideas; use existing works and ideas in new ways.
- Self Management Skills (Organization) :  
Plan short- and long-term assignments; meet deadlines; Use appropriate strategies for organizing complex information.
- Communication Skills:
  - Use and interpret a range of discipline-specific terms and symbols; Use appropriate forms of writing for different purposes and audiences

### Month Overview :

In the last two months, we continued our work on unit 2, and started creating the individual work for the students in response to the GRASPS of the final summative which consisted of designing a magazine cover and article page.

### Activities and Tasks Overview :

These months' tasks and activities were mainly relevant to the understanding of the different components of the magazine cover and article pages. The students learned the specific terms for each and practiced applying them on a simple design using the program Krita, in addition to word games relevant to the terms. We also explored how to create visual hierarchies in order to attract attention to certain things in the design. The students chose a subject they were interested in and designed their pages according to it.

### Assessment Overview:

Formative assessments were mainly to assess skills and competency in using the digital tool 'Krita' to create the article page by recreating a simple example which is directly related to Criterion C, in addition to finalizing criteria A&B in the journal. The summative assessment also took place to submit work done during the unit and to finalize the designed pages.



# DRAMA

## Acting (elements and techniques)

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

- Communities
- Audience and Presentation.
- Personal and Cultural Expression (Practice and Competency)

- Statement of Inquiry :

Competency in presenting your lines may lead to communicating a certain culture with the audience.

- ATL Skills :

- Self-management Skills (Affective) :  
Managing state of mind  
Emotional management  
Practise strategies to reduce stress and anxiety  
Self-motivation  
Practise managing self-talk
- 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 :

This unit focuses on the art of acting techniques and storytelling in dramatic space. This month we focused in particular on the modern acting techniques.

### Activities and Tasks Overview :

Students started to watch and practice examples of dramatic storytelling techniques and acting with style. Discussion and applying techniques were more practical. They also learned to turn specific topics into meaningful performance.

### Assessment Overview :

A summative assessment was about a specific technique the student will choose and then he/she will apply it in a short performance. They turned some given topics into a written story for stage performance.

# ENGLISH AND LITERATURE

## Is the World Really a Stage?

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

- Connections
- Audience Imperatives, Context and Style
- Fairness and Development (Power and privilege)

- Statement of Inquiry :

Playwrights use their unique style to express their ideas about the power and privilege of different people in certain contexts and impact audiences.

- ATL Skills :

- Communication Skills : Read critically and for comprehension, Preview and skim texts to build understanding, Make effective summary notes for studying, Use appropriate forms of writing for different purposes and audiences, Negotiate ideas and knowledge with peers and teachers & Share ideas with multiple audiences using a variety of digital environments and media.
- Social Skills (Collaboration) : Working effectively with others, Practise empathy & Advocate for one's own rights and needs.
- Thinking Skills (Critical Thinking) : Consider ideas from multiple perspectives.

### Month Overview :

In December and January, students learned how to analyse the events of the play *The Merchant of Venice* and how to write a speech.

### Activities and Tasks Overview :

Through interactive sessions, which included games and group work, students wrote different endings to the play and analysed its themes. Then, students learned what a speech is and what characteristics and persuasive language techniques make it effective. Students were also exposed to the strands of Criterion A (Analysing). They learned how to comment on and justify their ideas and opinions regarding certain events of the play and the creator's choice. They also compared and contrasted events and characters.

### Assessment Overview :

Students were formatively and summatively assessed at the end of the unit. They were assessed in Criteria B (Organising), C (Producing Text) and D (Using Language) by writing a speech on a topic of their choice. They were also assessed in Criterion A (Analysing) by commenting on the events and the characters of the play.

# 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

### Month Overview :

We continued our unit "What is school for?" Students are exposed to many topics in this unit. We discussed forbidding mobiles at school, some jobs, personal projects, equality in getting education for everyone and some means of transport.

### **Activities and Tasks Overview (Phase 3) :**

Students discussed the idea of forbidding mobiles at school. They shared their own opinions on Google Docs. They recognised some jobs in masculine and feminine form in French. They had texts about personal projects. We had some grammatical topics with videos, games and they applied the rule on a shared Google Docs. Students had some pictures to observe and to analyze to compare schools in different places in the world. They got to know a historical character, Charlemagne, who was caring. Then, we conducted research about the founder of our school, Jean-Batiste De La Salle as an important and caring personality for us. Students read some texts about how students around the world go to school as means of transport. We watched a video about how school was in 1960 and we imagined schools in 2060. They did their own reflection about the unit. Students had " Pulse Meters" to express their feelings on that day. All lessons had presentations, videos and games to implement what we took and they were posted as resources on Managebac and Google Classroom.

### **Assessment Overview (Phase 3) :**

Summative assessment criterion A (Listening ) was held on the 4th of January 2021.

### **Service as action (phase 3):**

Students share ideas on how to develop education in our country. They also did their reflection concerning the "Service as Action".

### **Activities and Tasks Overview (Phase 2) :**

Learners continued working on the same unit by discovering the importance of school and they discussed their favourite materials after they analyzed the meaning of each material in French. After that, they researched ways to describe their school by looking for meanings and reading an email by Christine that she sent to her friend Malika. Learners also worked on understanding the rule of forming the close future and went through different activities to reflect their understanding.

### **Assessment Overview (Phase 2):**

Learners had a summative assessment in criterion C (Speaking) on the 19th of December, and criterion A (Listening) on the 4th of January 2021.

### **Activities and Tasks Overview (Phase 1):**

Learners continued working on unit 1, we talked about school systems in different countries in the world and compared between them. We learned about school subjects and after that, learners customized their ideal school timetable and shared their work with the whole class. Regarding grammar topics, we revised the pronominal verbs and after that we started with the future tense and how to use it. Several activities were done during the past two months. Assessment overview (phase 1) In the past two months learners did three summative assessments, Criterion A (Listening), C (Speaking) & D (Writing).

# INDIVIDUALS AND SOCIETIES

Why are natural environments important to individuals and societies?

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

- Systems
- Sustainability and Resources
- Identities and Relationships (Human impact on the environment)

- Statement of Inquiry :

The relationship between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.

- ATL Skills :

- Communication Skills : Writing for different purposes
- Research Skills (Information Literacy) : Making connections between various sources of information
- Organization Skills : Self-management skills (Managing time and tasks effectively)
- Thinking Skills (Critical Thinking and Creative Thinking) : Applying existing knowledge to generate new ideas, products or processes

Month Overview :

In December and January, students explored different natural environments in the world and how they can be seen as a system.

### Activities and Tasks Overview :

Students have applied their information literacy and research skills to learn more about biomes and elements affecting climate in different areas around the globe. Students have also examined many ecosystems and the organisms along with food webs in various biomes. Through many activities, students were able to explore the human impact on the natural environment as well as the threats and opportunities presented. They were also able to suggest different ways of sustainably developing the natural environments. Finally, students were given several small sessions covering certain topics regarding I&S elements and criteria. Such topics included, Action Planning, Citing, Evaluating Sources. All guides can be found in both Google Classroom and Managebac.

### Assessment Overview :

Students successfully completed their formative and summative assessments. They were assessed in Criteria A (Knowing and understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

# MATHEMATICS

## Ratio, Proportion and Rate

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

- Relationships
- Equivalence, Quantity and Representation
- Globalization and Sustainability (Commodities and Commercialization)

- Statement of Inquiry :

Commodities and commercializations can be influenced by different representation of equivalent quantities

- ATL Skills :

- Creative Thinking Skills : Practice visible thinking strategies and techniques./ apply existing knowledge to generate new ideas , products or processes.
- Collaboration Skills : Give and receive meaningful feedback

### Month Overview :

During this unit, students learned several topics. They started with the prior knowledge of fractions, decimals and percentages. They could find the percentage of quantities and the percentage change. After that, they learned about ratios, rates and proportion.

### **Activities and Tasks Overview :**

**During this month, students completed working with ratios, they were able to find any missing amount or to divide any amount within a given ratio. Then, they learned about different rates which made them able to convert between different currencies or measuring systems. Finally, they learned about the meaning of proportional reasoning. They applied all this knowledge to solve many problems in contexts (Creative thinking skills). Our classes consisted of using visible routines for both explanation or even solving questions (Creative Thinking Skills) and this helped them to be more engaged and enthusiastic. They also practiced Collaboration skills in group work activities.**

### **Assessment Overview :**

**Students had their summative assessment in Criteria A (Knowing and Understanding), C (Communicating) and D (Applying Mathematics in Real-life Contexts) that were related for the first unit. They are having some pieces of homework as a formative assessment in Criterion A.**

# 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 :

In the last two months we have covered the following topics:types of clefs (treble and bass),how to read notes using sentences to memorize the notes, the shapes of notes, the name of them and the value of each one.

### Activities and Tasks Overview:

After watching videos talking about the basic topics of music theory, each one of the videos explain a certain topic, students were asked to take notes while watching the video and then to do a presentation that shows their understanding of these topics.

### Assessment Overview:

Students will be assessed summatively at the end of this unit according to their understanding of these topics.

# PHE

## Basketball (Pass It)

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

- Communication
- Function and Systems
- Personal and Cultural Expressions (Practice and Competency)

- Statement of Inquiry :

For a basketball system to function effectively, all team members must practice and communicate competently and clearly .

- ATL Skills :

- Communication skills :Use and interpret a range of discipline, specific terms and symbols.

### Month Overview:

The last two months, we continued our unit on Basketball. Students learned the strategies in basketball they can use on court defensively. Students examined how practice in high competency will help the team in the games.

### Activities and Tasks Overview:

Students watched a video on types of defenses (Man to Man/ Zone 2-3) and students searched about the advantages and disadvantages of every defense. Students watched a basketball game.

### Assessment Overview:

Summative Assessment A, where students made a powerpoint presentation about the updated rules 2017 By FIBA. Summative Assessment B, where the students chose one of the defenses and made a strategy talking about the main strength and weakness of the Man to Man or Zone 2-3. Summative Assessment D, where the students were asked to reflect and evaluate their defensive strategy and explain their performance level.

# SCIENCE

## Mixing and Separating

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

- Change
- Form and Transfer
- Fairness and Development (Human Capability and Development)

- Statement of Inquiry :

The separation and transfer of mixtures based on the form of the individual components can be applied to the process of making water safe to drink.

- ATL Skills :

- Thinking skills (Creative Thinking) :  
Practice visible thinking strategies and techniques./ apply existing knowledge to generate new ideas , products or processes.
- Thinking skills (Critical Thinking) :  
Revise understanding based on new information and evidence/ Propose and evaluate a variety of solutions

### Month overview :

In this chapter, we classified matter into mixtures and elements. We described how mixtures could be homogeneous or heterogeneous, and identified their properties. We learned about separation techniques and methods and the tools that we can use to separate different mixtures and solutions.

### Activities and Tasks Overview :

Students practiced their critical thinking skill by proposing and evaluating a variety of solutions as they used the information that they have learnt about mixtures and separating methods to evaluate different ways in which mixtures can be separated. Students linked that to how all people in the world should have equal access to all resources and how we can use our knowledge in science to purify water. Some students explored more about the Tyndall Effect as they made an experiment and shared their results in class.

### Assessment Overview :

Students were assessed in Criterion B (Inquiring and Designing). Students discussed and designed a safe experiment to purify water using aluminum sulfate. In the assessment, they needed to emphasize how some not expensive substances can be used to produce safe water from wastewater.

### Service as Action :

Some students produced a video to spread awareness of the importance of acting locally and thinking globally. They discussed how pure water is one of the human rights and suggested some ways that could be used to separate water that are not expensive and environmentally friendly.