

COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020/2021

 **YEAR 1**

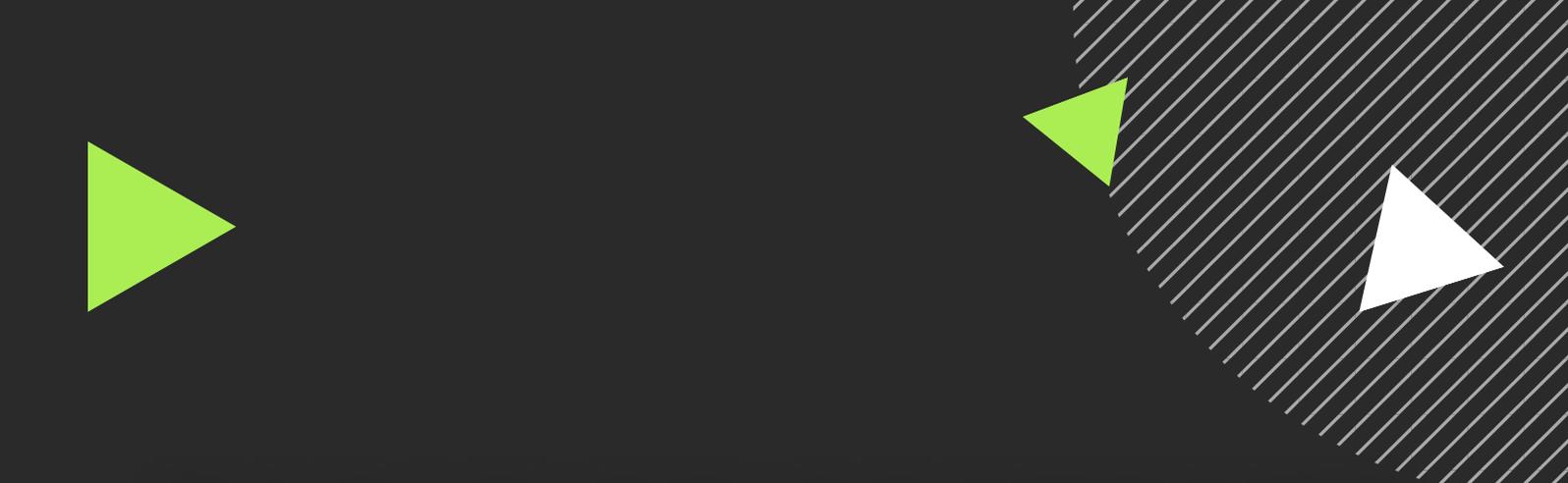


TABLE OF CONTENTS

- 01. Arabic language
 - 02. Visual art
 - 03. Design
 - 04. Drama
 - 05. English & literature
 - 06. French language
 - 07. Individuals and societies
 - 08. Mathematics
 - 09. Music
 - 10. PHE
 - 11. Science
- 

ARABIC LANGUAGE

السفر عبر الأزمان: واحدة متكاملة التخصصات (اللغة العربية و الدراما)

- الروابط / الإبداع
- الغرض / الأسلوب / وجهة النظر.
- الإنصاف والتطوير
- اللامساواة والاختلاف.

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

تعتبر النصوص الأدبية أسلوباً للتعبير الإبداعي عن الغرض ووجهة النظر والتعرف إلى الروابط بين الأدب والأماكن والأزمان ووجهات النظر. ويمكن للأثار الأدبية أن تنتقل بين البلدان والأماكن والأزمنة والعصور، لتبحث في القضايا البشرية والإنسانية.

- جملة البحث والاستقصاء :

مهارة التحليل: تحديد الاتجاهات وإمكانات التنبؤ.

- مهارات أساليب التعلم :

نظرة عامة على الوحدة :

قام الطلبة بقراءة وتحليل المشهد الثالث والمشهد الرابع من مسرحية الفيل يا ملك الزمان ، وأيضاً تعرفوا إلى قصيدة ابتسم للشاعر إيليا أبو ماضي.

نظرة عامة على الأنشطة والمهام :

انتهى الطلبة من تحليل مسرحية الفيل يا ملك الزمان تحليلاً أدبياً ، كما أنهم قاموا باختيار مشهد من المسرحية ومثله بطريقة مبدعة. قام الطلبة بقراءة قصيدة ابتسم للشاعر إيليا أبو ماضي. قام الطلبة بالاستماع إلى قصة تتحدث عن القضية الفلسطينية، وقاموا بكتابة تأملاتهم على شكل مقالة. عزز الطلبة مهاراتهم التواصلية، كما أنهم تحلوا بموقف الإبداع وذلك من خلال التكامل مع الدراما وتمثيل مقطع من المسرحية.

نظرة عامة على التقييم - التقييمات التكوينية والختامية :

ي تعرض الطلبة إلى تقييمات بنائية مستمرة لقياس مدى تطورهم؛ حيث إنهم تعرضوا للتقييم الآتية: تقييم في المعيار التحليل. (مسرحية الفيل يا ملك الزمان). تقييم في المعايير التنظيم ب، (إنتاج النص ج)، (استخدام اللغة د) وذلك من خلال نثر مسرحية الفيل يا ملك الزمان.

VISUAL ART

Portraits And Human Form In Art

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

- Communication
- Narrative and Expression
- Identities and Relationships (Human nature and human dignity)

- Statement of Inquiry :

Human Nature is communicated through expressive narratives

- ATL Skills :

- Communication Skills → Use a variety of media to communicate with a range of audiences.
- Thinking Skill (Critical-thinking) → Revise understanding based on new information and evidence.
- Thinking Skills (Transfer) → Make connections between subject groups and disciplines

Month Overview :

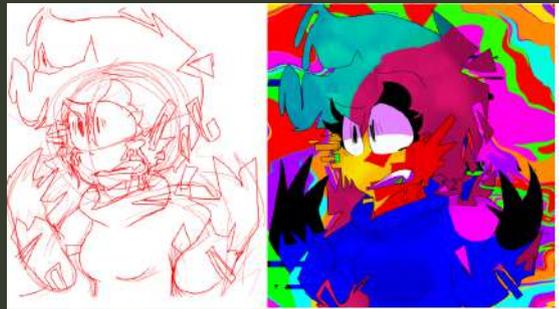
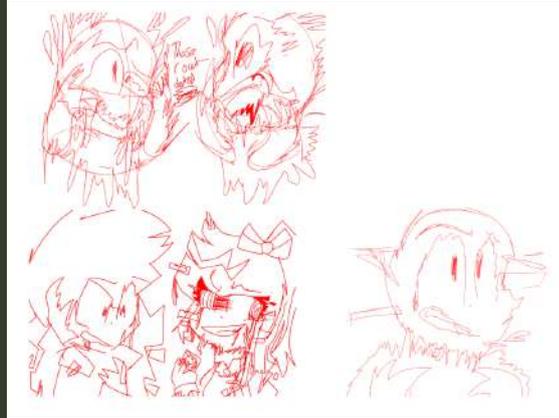
During this month, we worked on the second product design unit to design a toy for younger children.

Activities and Tasks Overview :

The activities for this month were focused on learning skills that would assist in creating products, mainly drawing diagrams and learning how to use Sketchup as a digital aid. The students also learned how to properly use the different command terms through authentic tasks aimed at enhancing their understanding. We also created simple units using sketchup so as to understand its uses better in design to visualize objects. Work also included activities aimed at relating the importance of products in everyday life and how design can really impact us.

Assessment Overview :

Students liked the freedom addressed in this unit, as they were imaginative, communicators and decision makers of their ideas. Their personal interests were highly integrated with their final products. 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).



DESIGN

A Tale of a Toy

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

- Development
- Perspective, Innovation
- Personal and Cultural Expression (Products)

- Statement of Inquiry :

The development of perspectives results in innovation of products

- ATL Skills :

- Communication (Communication)→ Interpret and use effectively modes of non-verbal communication
- Thinking Skills (Critical Thinking)→ Practise observing carefully in order to recognise problems
- Thinking Skills (Creative Thinking)→ Design new machines, media and technologies; Create original works and ideas; use existing works and ideas in new ways
- Thinking Skills (Transfer)→ Combine knowledge, understanding and skills to create products or solutions

Month Overview :

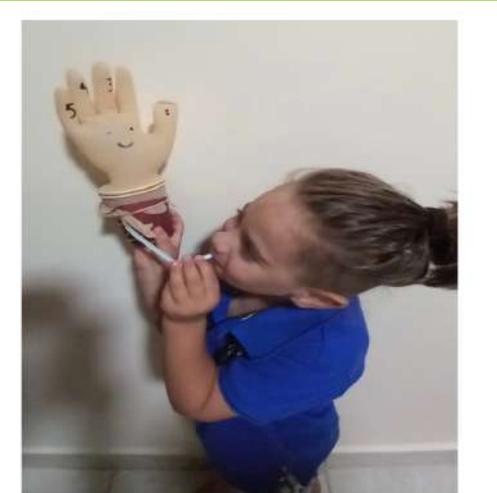
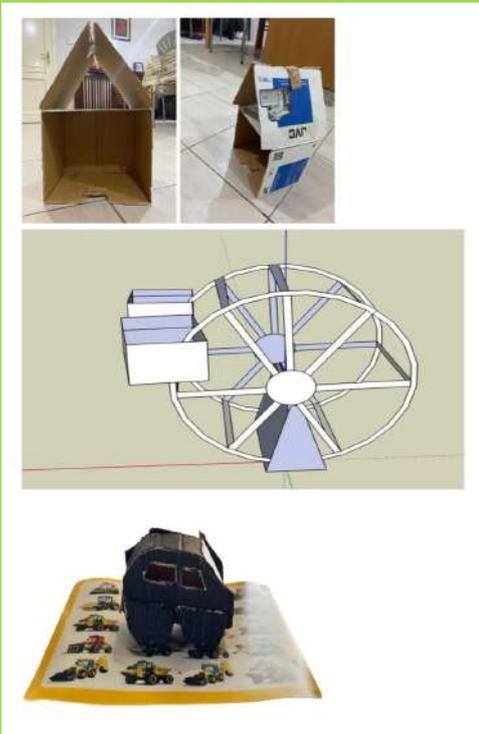
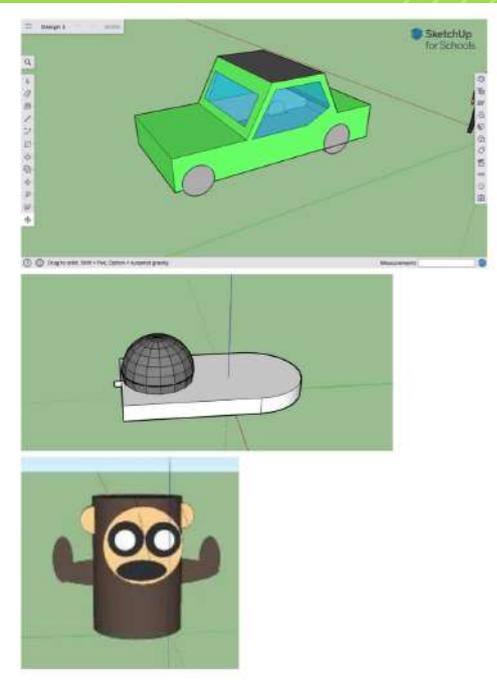
During this month, we worked on the second product design unit to design a toy for younger children.

Activities and Tasks Overview :

The activities for this month were focused on learning skills that would assist in creating products, mainly drawing diagrams and learning how to use Sketchup as a digital aid. The students also learned how to properly use the different command terms through authentic tasks aimed at enhancing their understanding. We also created simple units using sketchup so as to understand its uses better in design to visualize objects. Work also included activities aimed at relating the importance of products in everyday life and how design can really impact us.

Assessment Overview :

Formative assessments included both authentic and traditional tasks to understand terms and skills such as drawing diagrams, learning command terms, using sketchup, and evaluating impact. The summative task for this unit was done for all objectives, with the aim to design and create a toy for underprivileged children age 4 to 6, using the skills acquired and building a model, digital or actual.





DRAMA

Puppetry (Puppets Theater)

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

- Change
- Innovation and Structure
- Fairness and Development (Human Capabilities and Development)

- Statement of Inquiry :

People can innovate, develop and change puppets to be used in well-structured shows

- ATL Skills :

- Communication Skills → Use appropriate forms of writing for different purposes and audiences
- Social Skills (Collaboration) → Working effectively with others/ Practise empathy/ Help others to succeed/ Encourage others to contribute
- Thinking Skills (Creative thinking) → Generating novel ideas and considering new perspectives/ Apply existing knowledge to generate new ideas, products or processes

Month Overview :

Our second Drama unit of the second term talks about puppet theater and types of puppetry through history as we stay connected with the previous unit (types of characters). Also, we are still connected to the Arabic Language and Literature discipline through the interdisciplinary unit (play).

Activities and Tasks Overview :

Students started to develop scripts so they can perform and create characters by puppets. They also learned how to create a puppet from scratch as well as performing techniques using types of puppetry in theater.

Assessment Overview :

Students had their formative assessments where they worked in small groups and individually on research and auditioning. Students took their summative assessment about shadow theater and steps in shadow performing.

Service as Action :

Students explored how puppet theatre can be used to show human capability and innovation.

ENGLISH AND LITERATURE

Mystery

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

- Perspectives
- Point of View and Setting
- Identities and Relationships (Lifestyle choices)

- Statement of Inquiry :

Identities and different settings may influence perspectives and lifestyle choices of people.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction.
- Thinking Skills (Creative Thinking) → Make unexpected or unusual connections between objects and/or ideas.
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas.
- Social Skills (Collaboration) → Working effectively with others.
- Self Management Skills (Organization) → Managing time and tasks effectively.
- Research Skills → Make connections between various sources of information.

Month Overview :

In May and June, students finished reading and analysing the short story *The Whole Town's Sleeping* by Ray Bradbury. They were also introduced to Literary Response Essays.

Activities and Tasks Overview :

Through interactive sessions, students analysed story elements while reading *The Whole Town's Sleeping*. They analysed the plotline, tone, point of view and irony in the story. Students also revised and learned new literary devices. At the end of the unit, they learned about the structure and style of Literary Response Essays, which they used to analyse the themes in the story.

Assessment Overview :

At the end of the unit, students were formatively and summatively assessed in Criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They wrote a literary response essay analysing the short story *The Whole Town's Sleeping*.

FRENCH LANGUAGE

What is school for?

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

- Connections
- Purpose, Structure and Meaning
- 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 meaningful feedback/ Use a variety of speaking techniques to communicate with a variety of audiences/ Read a variety of sources for information and for pleasure/ Make inferences and draw conclusion
- Social Skills (Collaboration) → Working effectively with others/ Listen actively to other perspectives and ideas/ Give and receive meaningful feedback
- Reflection Skills → (Re-)considering the process of learning; choosing and using ATL skills/ Consider content: What did I learn about today? / What don't I understand yet? / What questions do I have now?

- Information Literacy Skills → Finding, interpreting, judging and creating information/ Collect, record and verify data/ Access information to be informed and inform others
- Media Literacy Skills → Interacting with media to use and create ideas and information/ Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)/ Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Creative Thinking Skills → Generating novel ideas and considering new perspectives/ Use brainstorming and visual diagrams to generate new ideas and inquiries

Unit Overview :

Students learned how to describe their school and school day. They also learned how to tell time in French and describe what subjects they learn at school. They answered the big question “Why do we go to school?” They discussed forbidding the use of mobile phones at school. Then, they discussed if everyone had equal education. They discovered some modes of transportation and some grammatical issues.

PHASE 1

Activities and Tasks Overview :

Learners identified the class objects they use in class and in the lesson. After that, learners read an email and analyzed it to be able to describe their school, the building and the classes and they reflected their understanding by writing a simple paragraph about their school. Learners also learned how to tell the time in French.

Assessment Overview

Learners sat for a summative assessment on the 9th of June to cover Criterion A: listening and B: Reading.

PHASE 2

Activities and Tasks Overview :

Learners continued with the same unit, where they learned how to express daily routines (oral and written). “Les verbes pronominaux” were revised in class in order to use them in expressing daily routines and in the other lesson that they took which is talking about household chores, where students talked about the chores that they do in their homes (oral and written).

Assessment Overview :

Learners sat for a summative assessment on the 9th of June to cover Criterion A: listening and B: Reading.

INDIVIDUALS AND SOCIETIES

Where Do We Live?

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

- Change
- Processes and Sustainability
- Identities & Relationships (Identity Formation)

- Statement of Inquiry :

Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.

- ATL Skills :

- Research Skills (Information Literacy) → Finding, interpreting, judging and creating information/ Access information to be informed and inform others
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas/ Draw reasonable conclusions and generalizations/ Develop contrary or opposing arguments
- Thinking Skills (Creative Thinking) → Generating novel ideas and considering new perspectives/ Create original works and ideas; use existing works and ideas in new ways

Month Overview :

Our final unit of the year focused on the concept of change in terms of settlements and places to live. Students focused on the related concept, 'sustainability' as a way to reflect on their own settlements and places of living in order to make them more sustainable.

Activities and Tasks Overview :

Students were engaged in a variety of activities, discussions and video responses in order to build their understanding and knowledge along with their critical thinking. The second part of the unit focused on the changes that various settlements go through, whether positive or negative.

Assessment Overview :

Students went through various oral formative assessments in the form of discussions and feedback. However, they also had a formal formative assessment on changing settlements as well as a final summative assessment that covered all criteria.

MATHEMATICS

Geometrical Constructions

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

- Relationship
- Quantity, Space and Validity
- Personal and Cultural Expression (Artistry)

- Statement of Inquiry :

Artistry can be enhanced through understanding validity and relationships of different quantities in space.

- ATL Skills :

- Research Skills (Information literacy) → Use memory techniques to develop long-term memory
- Thinking Skills (Transfer) → Make connections between subject groups and disciplines

Month Overview :

In this unit students learned about different angles and explored the relationships between them as they expressed their artistry and creativity and explored the global context of personal and cultural expression.

Activities and Tasks Overview :

We continued exploring more relationships between the angles formed by transversals and in triangles. Students solved many examples from the book and outside the book about angles. They discussed in groups, shared their answers with their classmates, and enjoyed discovering the different relationships between angles. Watching videos and playing games helped students practice the ATL skill (research skills). During June, students refreshed their prior knowledge about data and collecting it. They learned about the different types of data and how to represent it using different forms.

Assessment Overview :

Students practiced criterion C (Communication) about finding different types of angles in a Jordanian traditional embroidery which was discussed in class. Students sat for summative A (Knowing and Understanding) and summative C (Communication).

MUSIC

Instrument Performance (Recorder)

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

- Aesthetics
- Play and Expression
- Personal and Cultural Expression (Practice and Competence)

- Statement of Inquiry :

People may practise playing musical instruments and reach competency to express their aesthetics or to narrate their story.

- ATL Skills :

- Self-management Skills (Affective) → Managing state of mind/ Mindfulness/ Practise focus and concentration
- Self-management Skills (Reflection) → Develop new skills, techniques and strategies for effective learning

Month Overview :

In this unit, students learned how to play recorder based, read notes and play at the same time.

Activities and Tasks Overview :

After explaining the first three notes (G, A and B), we started to practice the quality of sound, the blowing technique and the values of each note. Students played different exercises that contain different notes and different values. We covered two new notes (E and D) and how to play them, the location of the music staff and how to read it. We explained the difference in the note shapes and how each shape equals the value of the beats. We covered the three beats, two beats, one beat, and the half beat. The students covered different exercises that contained the five notes and the four different shapes of the beats.

Assessment Overview :

Students summative was to record a video of playing exercise that includes everything they understood in this unit.

PHE

Bounce It! Basketball

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

- Change
- Interaction and Adaptation
- Scientific and Technical Innovation (Consequences and Responsibility)

- Statement of Inquiry :

Being responsible for interacting with others and adapting to change may lead to consequences that could benefit the team.

- ATL Skills :

- Self Management Skills (Affective) → collect, record and verify data.

Month Overview :

This month, we finalized our basketball unit.

Activities and Tasks Overview :

We focused on the basketball rules. Students watched a video on FIBA rules and they wrote their notes. Then, they started working on powerpoint slides talking about FIBA rules. Students learned that being responsible for interacting with others and adapting to change may lead to consequences that could benefit the team.

Assessment Overview :

Summative Assessment Criterion A: Students were asked to create a PowerPoint presentation talking about the History and Rules of FIBA.

SCIENCE

Living in a Mangrove Swamp

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

- System
- Balance and Interaction
- Scientific and technical innovation (Exploration)

- Statement of Inquiry :

Scientists have innovated methods and tools to understand and maintain the interactions that keep ecosystems in balance.

- ATL Skills :

- Self management (Reflection skills) → identify strengths and weaknesses of personal learning strategies
- Communication skills → Reading, writing and using language to gather and communicate information- Read critically and for comprehension/ Take effective notes in class- Express scientific ideas clearly
- Critical thinking skills: Revise understanding based on new information and evidence

Month overview :

This unit focused on the ecosystem. We learned about Mangrove forests which are considered to be the most delicate ecosystems on our planet. We also learned how the growing population of humans has threatened the existence of these delicate ecosystems.

Activities and Tasks Overview :

In this chapter, students identified cell structure in plants and animals and differentiated between prokaryotic and eukaryotic cells. Students also explored ecosystems and different adaptations in specific organisms. Students also described interactions between organisms in an ecosystem in relation to producers and consumers. In addition, students formulated and communicated scientific questions and ideas based on our reading comprehension, research and investigations related to food chains and webs. We practiced our knowledge and understanding and explored the relationship between predator-prey, parasite-host and mutualistic relationships. Students explored and suggested ideas for protecting threatened ecosystems.

Assessment Overview :

Students were assessed through Criterion A (Knowing and Understanding) where they have applied their knowledge of cell structures, ecosystems and food chains and webs.