



SEPTEMBER 2021

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# ARABIC LANGUAGE

## صحتنا في غذائنا

- المفهوم الرئيس : الهوية
- المفاهيم ذات الصلة : الشخصية - التعبير عن الذات
- السياقات العالمية والاستكشافات : الهويات والعلاقات (احترام الذات)
- جملة البحث والاستقصاء: اللغة وسيلة للتعبير عن الذات والصفات الشخصية وبناء العلاقات مع الآخرين.
- مهارات أساليب التعلم : المهارة التواصلية (إعادة الصياغة بدقة و إيجاز)



# ARABIC LANGUAGE

## صحتنا في غذائنا

• نظرة عامة على الوحدة:

سيتعرف الطلبة إلى عناصر المقالة، أنواع المقالة، طريقة كتابة المقالة، الغاية من كتابة المقالة. كما سيتم تحليل مقالات موضوعية متنوعة.

• نظرة عامة على الأنشطة والمهام:

خاض المتعلمون أنشطة متنوعة للتعرف على أصدقائهم ومعلميهم الجدد. تعرّف المتعلمون على ملامح متعلم البكالوريا من خلال مشاهدة عرض تصويري وتنفيذ نشاط الكلمات المتقاطعة. تعرّف المتعلمون على المهارات الأساسية والفرعية في نظام البكالوريا من خلال أنشطة متنوعة. تعرّف المتعلمون على فن المقالة وذلك من خلال عرض مرئي (فيديو قصير) يوضح تعريف المقالة، حيث قاموا باستخدام استراتيجية تدوين الملاحظات ومشاركة ما دونوه مع أقرانهم، كما قاموا بعدة أنشطة للتوصل إلى تعريف المقالة وعناصرها وأنواعها حيث إنهم استخدموا (مخطط فن) للمقارنة بين أنواع المقالة وقاموا بالبحث عبر الشبكة العالمية للمعلومات عن أنواع المقالة الموضوعية باستخدام (نموذج فراير). تعرّف المتعلمون على (استراتيجية جرافيتي) من خلال استخدامها في تحليل عبارة التساؤل حيث قاموا بالعمل ضمن المجموعة لتحليل عبارة التساؤل. قام المتعلمون باستخدام (استراتيجية التوقع) من خلال عرض صورة متعلقة بنص القراءة حيث إنهم توقعوا الموضوع الذي يدور حوله النص. قرأ المتعلمون نص "عمان في الأربعينيات" كما قاموا بتحليل الفكرة الرئيسة للنص. استمع المتعلمون إلى نص الاستماع وقاموا بالإجابة عن بعض الأسئلة المتعلقة به على الكتاب المدرسي.



# ARABIC LANGUAGE

## صحتنا في غذائنا

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

سيتعرّض الطلاب إلى تقييمات تكوينية 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).

• الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل الخاصّ بشهر السلام في كلية دي لاسال الفريير، والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة.

# VISUAL ART

## Abstract Art

- **Key Concept: Aesthetics**
- **Related Concepts: Composition and Creativity**
- **Global Context and Exploration: Personal and Cultural Expression (Metacognition and Abstract Thinking)**
- **Statement of Inquiry: Abstract thinking can express creative compositions and aesthetics.**

### ATL Skills:

- **Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences; Use a variety of media to communicate with a range of audiences; Organize and depict information logically; Take effective notes in class.**
- **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.**



# VISUAL ART

## Abstract Art

- Unit Overview:

The unit focuses on elements and principles of art in an abstract artwork that expresses ideas and concepts.

- Activities and Tasks Overview:

We initiated the unit with a discussion about what art is. Students got introduced to the art cycle and recreated it in a form of a mind map to sum up their understanding of the art process. They researched the difference between representational and non-representational art and presented their findings to the class. After discovering the seven elements of art, students were asked to create a demonstration of each element in their journal. To apply the principles of art, we did an activity of organizing a variety of cardboard shapes on their journals.

- Assessment Overview:

The students experienced several formative activities discussing criterion A, learning about the elements and principles of art. They recently started brainstorming and using visual diagrams to create an idea in preparation for criteria B and C. The unit's summative will be centered around creating an abstract artwork that has a concept applying the principles and elements of art. 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 To Express (Character Design)

- Key Concept: Communication
- Related Concepts: Form and Resources
- Global Context and Exploration: Personal and Cultural Expression (Metacognition and Abstract Thinking)
- Statement of Inquiry: Visual communication of collected resources leads to the creation of forms.

### ATL Skills:

- Thinking Skills (Creative Thinking Skills): Use brainstorming and visual diagrams to generate new ideas and inquiries
- Communication Skills: Use a variety of media to communicate with a range of audiences
- Social (Collaboration Skills): Give and receive meaningful feedback



# DESIGN

## Design To Express (Character Design)

- Unit Overview:

The unit revolves around understanding that the creation of forms is made possible through proper communication. Throughout this unit, students will learn about the principles needed to design a character for a certain brand.

- Activities and Tasks Overview:

At the beginning of the year, students were introduced to the design cycle. Their skill of listening was provoked through some interesting ice breakers. Before starting the unit, students tackled a challenge to design a logo inspired by their own name. This was to start the creative process and to test their abilities and skills, as the logo had to reflect what made their name special and what elements or colors they feel represents them. Furthermore, students learnt how and why to create mind maps by using the example of planning a birthday party. Also, they did an activity of explaining a certain message using a variety of media to learn how to communicate and express ideas. Going further into the unit, students learned what is a brand and why certain characters are designed in a certain way and the meaning behind the design decisions.



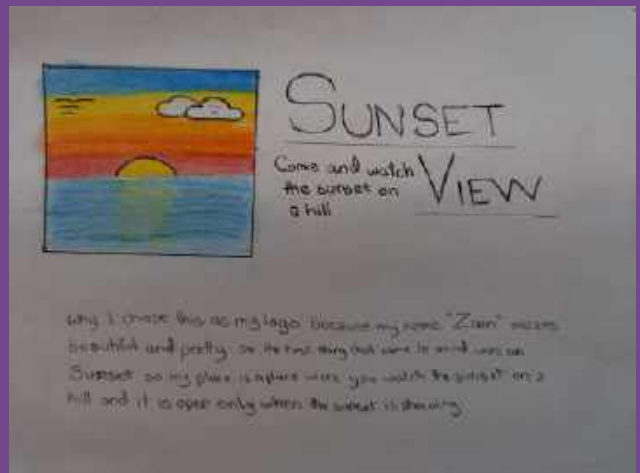
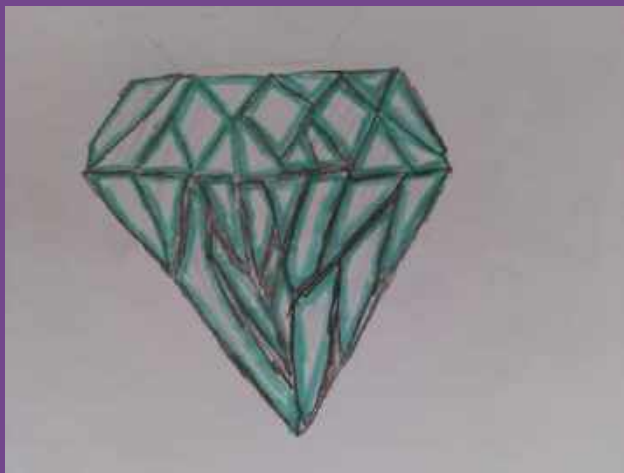
# DESIGN

## Design To Express (Character Design)

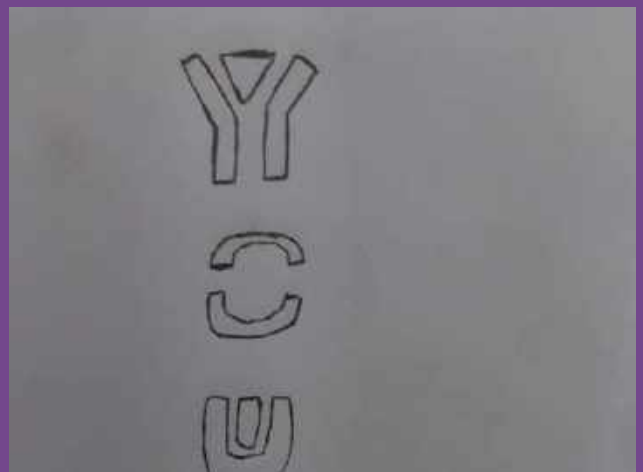
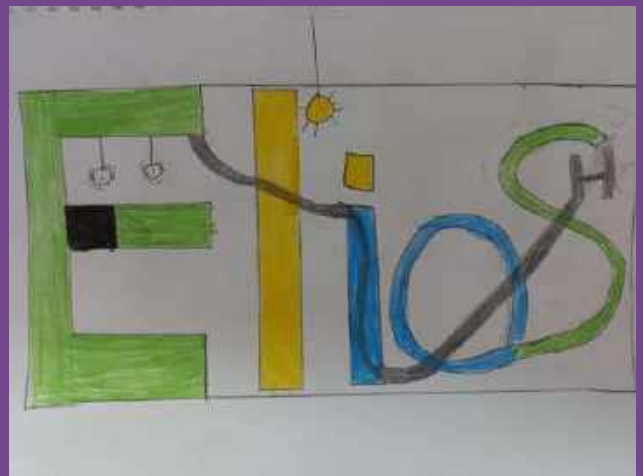
- **Assessment Overview:**

The students shall have their formative assessments to evaluate their skills in research for Criterion A (Inquiring and Analyzing), and their critical and creative thinking skills from both Criteria B (Developing Ideas), and C (Creating the Solution). For the summative of this unit, students will design a character that will be used in books and papers for a culinary arts course. They will be assessed according to the following criteria; Criterion A (Inquiring and analyzing), Criterion B (Developing ideas), Criterion C (Creating the solution) and Criterion D (Evaluating).





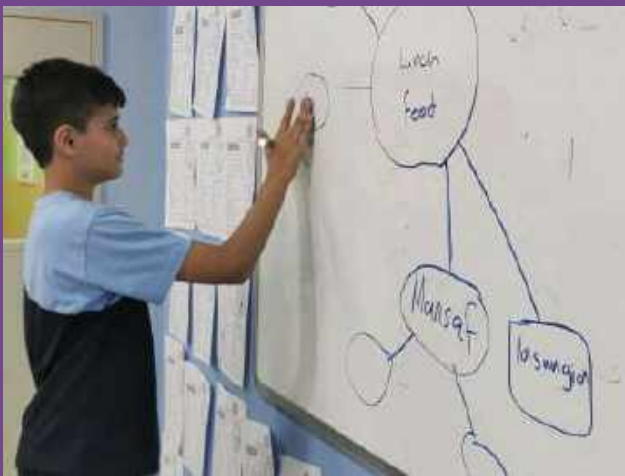
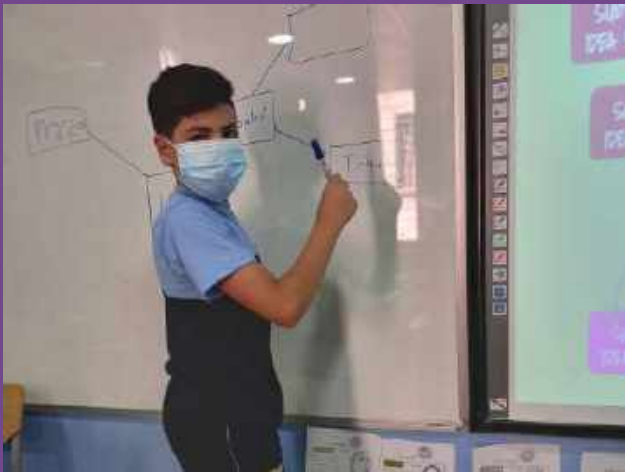














# DRAMA

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

- **Key Concept: Identity**
- **Related Concepts: Narrative and Inspiration**
- **Global Context and Exploration: 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): Communicate information and ideas effectively to multiple audiences using a variety of media and formats.**



# DRAMA

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

- Unit Overview:

The unit focuses on story writing and telling; using research and types of writing a story (imaginary or biography).

- 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 writing a short fiction or biographical story inspired by a presented picture.

- Assessment Overview:

Formatively the students started drafting short stories in order to learn their main formats, elements, and structures in an intention to practice how to do so during the summative. The summative assessment will be given at the end October. It will be about writing a short story using the story elements. Students will be assessed in all criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



# ENGLISH LANGUAGE AND LITERATURE

## Do Advertisements Run the World?

- **Key Concept: Communication**
- **Related Concepts: Audience Imperatives, Style and Purpose**
- **Global Context and Exploration: 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.**



# ENGLISH LANGUAGE AND LITERATURE

## Do Advertisements Run the World?

- 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 advertisements. The focus is on learning and using linguistic techniques and presentational devices to make advertisements appealing.

- Activities and Tasks Overview:

Learners started the year by having a diagnostic test to enable teachers to adjust plans according to students' needs. Through interactive sessions, students were introduced to the meaning and purpose of different types of ads. They learned how to judge an advertisement's creativity and attractiveness by using different linguistic techniques and presentational devices. Learners also analysed the effect of using 'if conditionals' and different sentence moods on the audience. Moreover, through investigating contemporary and old ads, students explored how ads have changed over time. Finally, they were able to identify the dangers of advertisements.



# ENGLISH LANGUAGE AND LITERATURE

## Do Advertisements Run the World?

- **Assessment Overview:**

Students are being prepared for their formative and summative assessments in which they will be asked to analyse and create an advertisement and to write a discursive essay. Students will be assessed in all criteria; A (Analyzing), B (Organizing), C (Producing Text) and D (Using Language).



# FRENCH LANGUAGE ACQUISITION

## Who Am I? What is my cultural identity?

- Key Concept: Culture
- Related Concepts: Context / Audience / Purpose
- Global Context and Exploration: Identities and relationships (Identify information)
- 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; Use a variety of speaking techniques to communicate with a variety of audiences.
- Social Skills (Collaboration Skills): Manage and resolve conflicts, and work collaboratively in teams. Build consensus.
- Thinking Skills (Critical Thinking Skills): Gather and organize relevant information to formulate an argument.
- Thinking Skills (Creative Thinking Skills): Use brainstorming and visual diagrams to generate new ideas and inquiries



# FRENCH LANGUAGE ACQUISITION

## Who Am I? What is my cultural identity?

- Unit Overview:

Our first unit focuses on the meaning of identity and what builds people's identities. It also deals with exploring and learning about several French speaking countries and their cultural backgrounds.

- Activities and Tasks Overview (Phase 1&2) "Emergent level":

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. Learners went through a revision to recall previously covered material to go through a diagnostic test in order to categorise them into phases. After that, we had a glimpse of the first unit. We started with the first part of the unit by discovering different characters and celebrities and linking them to verb to be and verb to have, "Verbe être et verbe avoir".



# FRENCH LANGUAGE ACQUISITION

## Who Am I? What is my cultural identity?

- **Assessment Overview:**

Students went through a diagnostic test that categorised them into phases. Each phase prepares students for their formative and summative assessments through worksheets and activities that target certain assessment criteria. At the end of the unit, students will be summatively assessed in all their criteria; A (Listening), B (Reading), C (Speaking) and D (Writing).















# INDIVIDUALS AND SOCIETIES

## What does it mean to be a global citizen?

- **Key Concept: Global Interactions**
- **Related Concepts: Power and Choice**
- **Global Context and Exploration: Globalization & 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:

- **Research Skills (Information Literacy): Make connections between various sources of information; Access information to be informed and inform others.**
- **Communication Skills: Give and receive meaningful feedback; Use a variety of speaking techniques to communicate with a variety of audiences.**
- **Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument; Interpret data.**



# INDIVIDUALS AND SOCIETIES

## What does it mean to be a global citizen?

- Unit Overview:

Our first unit focuses on what it means to be a global citizen who cares about world issues. This is done by exploring different case-studies concerning the environment. Students are encouraged to think of different ways individuals can have the power and choice to change the world.

- Activities and Tasks Overview:

Students were introduced to the subject of I&S through a comprehensive orientation session discussing the nature of its content, assessments, skills needed, and how to study. Students were also familiarised with basic research skills and means of evaluating sources through introductory sessions provided by Ms. Noor Snobar, our teacher librarian. We have finished our research orientation sessions with more hands-on activities with the students. They researched a topic of interest, cited the websites and resources they got and, finally, evaluated them using the OPVL method. After that, we started our first unit, "What Does It Mean To Be A Global Citizen?" where students started reflecting on some of the issues facing the world today and collaborating with their groups to come up with some solutions to these problems.



# INDIVIDUALS AND SOCIETIES

## What does it mean to be a global citizen?

- **Assessment Overview:**

Students are being prepared for their Formative and Summative assessments through worksheets and activities that help target certain assessment criteria. At the end of the unit, students will be summatively assessed in all their criteria; A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

- **Service as Action:**

Students are encouraged to think of issues facing their own communities and come up with creative and feasible solutions to these problems. Teachers will constantly provide help and guidance to ensure that students are able to achieve their service goals.



# MATHEMATICS

## Numbers and Number Systems (Civilizations and Human Interactions)

- **Key Concept: Form**
- **Related Concepts: Representation and Systems**
- **Global Context and Exploration: Orientation in Space and Time (Boundaries)**
- **Statement of Inquiry: Our understanding of human-made boundaries and systems can be developed through different representations and forms of communications.**

### ATL Skills:

- **Communication Skills: Write for different purposes; Understand and use mathematical notation.**
- **Social Skills (Collaboration Skills): Listening actively to other perspectives and ideas.**



# MATHEMATICS

## Numbers and Number Systems (Civilizations and Human Interactions)

- Unit Overview:

This unit focuses on number systems. As students go through the lessons, they will learn about numbers, their properties and how to perform operations with them.

- Activities and Tasks Overview:

Students learned about the decimal number system, they know how to read decimal numbers, identify their place values and write them in both expanded forms. They have been introduced to new mathematical notation the 'square root' and how it is related to square numbers. We also used the 3Ps strategies in our classes (Pay attention, Pause, Paraphrase) to discuss different points. We also recalled basic mathematical operations 'addition, subtraction, multiplication and division' through worksheets for both whole and decimal numbers.

- Assessment Overview:

Up to this point, we have practised Criterion A (Knowing and Understanding) through classwork, homework and worksheets. We will be working on the remaining criteria throughout the upcoming months.







# MUSIC

## DIY Instruments

- **Key Concept: Change**
- **Related Concepts: Innovation and Structure**
- **Global Context and Exploration: 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 (Critical Thinking): Identify obstacles and challenges.**
- **Thinking skills (Creative Thinking): Create original works and ideas; use existing works and ideas in new ways.**
- **Communication skills: Give and receive meaningful feedback.**



# MUSIC

## DIY Instruments

- Unit Overview:

The first unit focuses on creating a DIY instrument that can make at least 3 different sounds using skills of communication and creativity.

- Activities and Tasks Overview:

In the beginning, students were introduced to the first unit of this year and had some ice-breaking activities throughout the first lessons. They also watched videos about DIY instruments to grasp the concept of DIY, and conducted research about DIY instruments in order to come up with more of them. Moreover, students were asked to discover the materials they need, and divide tasks between each other, bring them to the class, and start working in groups to build the musical instrument they want to build.



# MUSIC

## DIY Instruments

- **Assessment Overview:**

Before presenting the summative, students will be able to relate to the strands involved by conducting different formative exercises that guide them towards the summative. Such exercises will revolve around understanding how to create the shape accordingly, and in another exercise, they will assess the quality of the sound created by the instrument for a further touch-up. For the summative of this unit, students will work in groups on the building of their DIY instruments. They will be assessed according to the following criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



# **PHE**

## **Badminton**

- **Key Concept: Communication**
- **Related Concepts: Movement and Balance**
- **Global Context and Exploration: 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:**

- **Self-management Skills (Affective Skills): Practise strategies to develop mental focus.**



# PHE

## Badminton

- **Unit Overview:**

The first segment of the subject discusses the basic rules of badminton.

- **Activities and Tasks Overview:**

This month, students had interactive sessions to break the ice, and they were introduced to MYP concepts. Learners started the unit "Badminton" in which they learnt general information about badminton and its skills. Students went through the overview and wrote their own SOI and explained it. In the practical class, we exercised the first skill in badminton: forehand high serve.

- **Assessment Overview:**

Students will be formatively assessed in criterion A (Knowing and Understanding) where students will be asked to create a powerpoint presentation about the rules of badminton.



# SCIENCE

## What do Scientists do?

- **Key Concept: Relationships**
- **Related Concepts: Evidence, Pattern and Development**
- **Global Context and Exploration: Scientific and Technical Innovation (Processes and Solutions)**
- **Statement of Inquiry: Scientists develop our understanding of the world by looking for patterns and carrying out processes and experiments to obtain evidence to explain relationships.**

### ATL Skills:

- **Thinking Skills (Critical Thinking): Practise observing carefully in order to recognize problems. Interpret data / Use brainstorming and visual diagrams to generate new ideas and inquiries.**
- **Social Skills (Collaboration): Take responsibility for one's own actions.**
- **Research Skills (Media and Information Literacy): Demonstrate awareness of media interpretations of events and ideas. access information to be informed and inform others.**



# SCIENCE

## What do Scientists do?

- Unit Overview:

The first unit focuses on the importance of scientific discoveries and new technologies. Some of these discoveries and technologies include medicine, communication, agriculture, arts and education.

- Activities and Tasks Overview

In this chapter, we have discussed how to think and work scientifically and formulated inquiry questions that can lead to scientific investigation. Within the scientific investigation, we have identified and classified variables as independent or dependent for experimental investigations we have carried out. We have thought about and listed the main features of a scientific laboratory, formulated rules for safe laboratory practice, and evaluated the environmental impact of laboratory activities.

We have started with a new unit, "Solid, Liquid and Gases". We will be working on it during the upcoming month.



# SCIENCE

## What do Scientists do?

- **Assessment Overview**

Students had a formative assessment in Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) in class. The assessment was an investigation of a gummy bear challenge where they investigated the growth of a gummy bear when left in water. Moreover, learners had another formative assessment in Criterion B (Inquiring and Designing) in class. The assessment was a worksheet, identifying variables where learners had identified and classified variables as independent or dependent for experimental investigations.