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TABLE OF CONTENTS

- Arabic language
- Visual art
- Design
- Drama
- English & literature
- French language
- Individuals and societies
- Mathematics
- Music
- PHE
- Science

ARABIC LANGUAGE

نحو بيئة آمنة

- المفهوم الرئيس : الروابط
- المفاهيم ذات الصلة : السياق / النوع الأدبي.
- السياقات العالمية والاستكشافات : العولمة والاستدامة (تأثير الإنسان على البيئة)
- جملة البحث والاستقصاء: يسهم الأدب في إبراز الروابط بين الأنظمة والمجتمعات التي صنعها الإنسان وتأثيرها في البيئة.
- مهارات أساليب التعلّم : التواصل: إعادة الصياغة بدقة وإيجاز.

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 متنوعة.

• نظرة عامة على الأنشطة والمهام:

خاض المتعلمون أنشطة متنوعة للتعرف على أصدقائهم ومعلميهم الجدد. تعرّف المتعلمون على ملامح متعلّم البكالوريا من خلال مشاهدة عرض تصويري وقاموا بتنفيذ نشاط خاص بالكلمات المتقاطعة. تعرّف المتعلمون على المهارات الأساسية والفرعية في نظام البكالوريا من خلال أنشطة متنوعة. تعرّف المتعلمون على فنّ 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 وظّفوا مهاراتهم البحثية (جمع البيانات)، وجمعوا البيانات حول 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 متعلّقة بنصّ القراءة حيث إنهم توقعوا الموضوع الذي يدور حوله النصّ. قرأ المتعلمون نص " الطيور " كما قاموا بتحليل الفكرة الرئيسة للنصّ. استمع المتعلمون إلى نص الاستماع وقاموا بالإجابة عن بعض الأسئلة المتعلّقة به على الكتاب المدرسيّ.

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

سيتم عرض الطلاب إلى تقييمات تكوينية أثناء رحلة تعلمهم، 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:

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

VISUAL ART

Turning points

- Key Concept: Change
- Related Concepts: Narrative and Style
- Global Context and Exploration: Orientation in Space and Time (Turning Points and Big History)
- Statement of Inquiry: Turning Points change 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.

VISUAL ART

Turning points

- Unit Overview:

In this unit, we will explore historical and personal turning points and how important changing events in an artist's life can make him realize new ways, techniques and styles.

- Activities and Tasks Overview:

At the beginning of the year we recapped and reviewed the art cycle. We started the unit by discovering the meaning of turning points and the difference between the historical and personal turning points and took "Guernica" as an example. Students conducted research about "Sunrise" painting/Claude monet and "Irises" painting/ Van Gogh, they analyzed both paintings and made a presentation with their findings. Going further, students started to think of turning point events that happened to them and might influence their artistic character. They created a mind map and a mood board about the topic and started to sketch out some sketches to visualize their idea.

VISUAL ART

Turning points

- **Assessment Overview:**

The students created several formative inquiries revolving around criterion A, from research to understanding the process journal format. They also created their ideas and thumbnail sketches, applying different creative thinking skills addressed in criterion C. For the summative, students will create a cover page for a personal scrapbook using the collaging technique and a process journal that documents all inquiries. They will cover the following criteria; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



DESIGN

Your Voice to the World!

- **Key Concept: Communities**
- **Related Concepts: Resources and Adaptation**
- **Global Context and Exploration: Orientation in Space and Time (Exchange and Interaction)**
- **Statement of Inquiry: The adaptation of resources to allow exchange and interaction serves communities.**

ATL Skills:

- **Self Management Skills (Organization): Use appropriate strategies for organizing complex information.**
- **Communication Skills: Use and interpret a range of discipline-specific terms and symbols.**

DESIGN

Your Voice to the World!

- Unit Overview:

The main goal of this unit is designing a magazine and how this is relevant to exchanging information and serving communities.

- Activities and Tasks Overview:

We started the unit with some interesting icebreakers that encouraged the students to think outside the box. Then we reviewed the design cycle and recapped on the process and importance of design. The students were first introduced to the terminologies of printing and magazines' structure and elements, to learn and understand how to use such specific terms when they design their own work and analyze the work of others. We had some activities, such as matching titles with descriptions, analyzing existing magazines (cover pages and articles) using the terms we learned.

- Assessment Overview:

The first formative assessment shall be to assess the research skills of the students and their ability to fulfill the requirements of Criterion A (Inquiring & Analyzing). For the summative of this unit, students will design a magazine for a subject of concern for the relevant society. 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

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

- **Key Concept:** Change
- **Related Concepts:** Play and Structure
- **Global Context and Exploration:** 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.

DRAMA

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

- 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:

Formatives are given during lessons. Students are collaborating in pairs and groups in choosing scripts and researching the difference between theatrical script and cinematic script layout. A summative assessment will be given at the end October. It will include writing a scene based on a part of a short story. 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

What Makes a Life Worth Writing about?

- Key Concept: Communication
- Related Concepts: Genre and Context
- Global Context and Exploration: 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: Give and receive meaningful feedback.
- Research skills (Information literacy): Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking skills (Critical thinking): Gather and organize relevant information to formulate an argument.
- Thinking skills (Creative thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries.

ENGLISH LANGUAGE AND LITERATURE

What Makes a Life Worth Writing about?

- 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:

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 biographies. They learned the conventions of biographies and ways to engage readers by comparing and contrasting different biography extracts. Students also read extracts from biographies, which helped them understand the structure, conventions and the different ways in which they can engage the audience. Moreover, students started reading the short stories *The Landlady* and *Lamb to the Slaughter* by Roald Dahl. Finally, students learned how to use the appropriate register and type of sentences in their biographies.

ENGLISH LANGUAGE AND LITERATURE

What Makes a Life Worth Writing about?

- **Assessment Overview:**

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

FRENCH LANGUAGE ACQUISITION

Food and Drinks

- Key Concept: Perspective
- Related Concepts: Word choice and Function.
- Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)
- Statement of Inquiry: Food and drinks have a cultural function which is helping the individuals to express their chosen personal philosophy and help them to appreciate different perspectives of their culture.

ATL Skills:

- Communication skills: Read critically and for comprehension. Give and receive appropriate feedback; Write for different purposes.
- Thinking Skills (Creative Thinking): Brainstorm and use visual diagrams to generate new ideas and research.
- Thinking Skills (Transfer skills): Apply skills and knowledge in new situations.

FRENCH LANGUAGE ACQUISITION

Food and Drinks

- Unit Overview:

Our first unit focuses on the meaning of being open-minded. Learners will explore different types of food, drinks and meals around the world. They will be able to order food in a restaurant, discover menus and invent surprise sandwiches.

- 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 revise previously covered material to go through a diagnostic test to move them into phases. After that, we had a glimpse of the first unit. We started with the first part of the unit by discovering cafes and restaurants in France and which food and drinks are served in them. We also revised *verbe etre*, *verbe avoir* and the 3 groups of present verbs. Learners started the unit by reading simple short texts about coffee shops in France and the drinks they serve and they classified the drinks into hot and cold drinks.

FRENCH LANGUAGE ACQUISITION

Food and Drinks

- **Assessment Overview:**

Students went through a diagnostic test that moved them into phases and each phase will be 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 (Listening), B (Reading), C (Speaking) and D (Writing).

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- **Key Concept:** Change
- **Related Concepts:** Globalization and Processes
- **Global Context and Exploration:** 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.

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- 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. Students were also given sessions with the teacher librarian to introduce them to the proper way to conduct research. They completed tasks which helped them practice source evaluation and citation.

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- **Assessment Overview:**

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

MATHEMATICS

Integers

- **Key Concept: Form**
- **Related Concepts: Quantity and Representation**
- **Global Context and Exploration: 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.**

MATHEMATICS

Integers

- Unit Overview:

This unit focuses on understanding integers in general , operations with integers and the cartesian plane. Within this unit, students will represent different quantities in their life mathematically. They will also be familiar with some important explorations and expeditions that happened a long time ago that changed the whole history.

- Activities and Tasks Overview:

During our sessions, students were introduced to integers. They learned about absolute value and the cartesian plane and they practiced working on the four operations with integers. They used many models to understand these operations and therefore they would be able to consider their personal learning strategies. All the activities were done after setting a timer, so students are working on. Students are using the content and the knowledge they learned up to now in solving several problems in contexts.

- 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 before their summative assessment.



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 of this year will focus on the student's group work of creating a DIY instrument, students will work in groups to create a musical instrument that can make at least 3 different sounds, using their skills of communication and creativity.

- Activities and Tasks Overview:

At the beginning, students were introduced to the first unit of this year through some ice-breaking activities. Also, they watched videos about DIY instruments so that they know the concept of DIY, as well as conducting research about DIY instruments in order to come up with more DIY instruments. 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, the students will be able to relate to the strands involved by conducting different formative exercises that guide the students 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

Shuttlecock - Badminton

- Unit Overview:

This unit focuses on the history of Badminton and the rules of the game Doubles. Students will learn how to make a forehand and backhand serve.

- Activities and Tasks Overview:

Students had interactive sessions to break the ice and they were introduced to MYP concepts. Learners started the unit "Shuttlecock" in which they will learn general information about badminton doubles 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. Students watched a video about the rules of badminton and type of serves.

- Assessment Overview:

Formative Criterion A (Knowing and Understanding) where students will be asked to create a powerpoint presentation talking about the history of badminton and the rules of the game (Doubles).

SCIENCE

Forensic Science (Evidence and Patterns)

- **Key Concept: Relationships**
- **Related Concepts: Evidence and Patterns**
- **Global Context and Exploration: 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.**

SCIENCE

Forensic Science (Evidence and Patterns)

- 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 made a model for the DNA and investigated their genetic traits, students 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 variables, dependent variables and control variables in different cases.

SCIENCE

Forensic Science (Evidence and Patterns)

- **Assessment Overview**

Students practiced through the unit different formative assessments for Criterion A (Knowing and understanding) and B (Inquiring and Designing) in the part that is related to identifying variables. There will be a Summative Assessment in Criterion A (Knowing and understanding) where students will practice by suggesting and applying their understanding in different situations and problems to solve them.







