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TABLE OF CONTENTS

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

ARABIC LANGUAGE

أمنيات تتحقق

- المفهوم الرئيس : المنظور

- المفاهيم ذات الصلة : الشخصية / التعبير عن الذات

السياقات العالمية والاستكشافات : الهويات والعلاقات (تشكل الهوية)

- جملة البحث والاستقصاء: لدى جميع الأشخاص خلال فترات تشكل هويتهم الحق في التعبير عن ذاتهم ووجهة نظرهم حول ضرورة حفظ العلاقات.

مهارات أساليب التعلم :

- مهارات الاجتماعية (مهارات العمل التعاوني): إدارة النزاعات وحلها والعمل عملاً تعاونياً. اتخاذ القرارات المنصفة والعادلة.

- مهارات إدارة الذات (مهارات التنظيم): فهم واستخدام أفضليات التعلم الحسية (أساليب التعلم). اختيار واستخدام التكنولوجيا بفعالية بشكلٍ مثمر.

ARABIC LANGUAGE

أمنيات تتحقق

• نظرة عامة على الوحدة:

الوحدة الأولى بعنوان "أمنيات تتحقق" تحوي العديد من المقالات الموضوعية التي تتركز حول تشكل الهوية والتعبير عن الذات ووجهة النظر حول ضرورة حفظ العلاقات، من خلال دراسة فن المقالة من خلال تحليل (مقالة لماذا) وربط موضوعها بقصيدة اللغة العربية للشاعر حافظ إبراهيم بالإضافة إلى شرح المبني والمعرب من الأفعال، وهمزتي الوصل والقطع .

• نظرة عامة على الأنشطة والمهام:

تمّ دراسة فنّ المقالة من خلال مراعاة استيفاء المقال المنتج لعناصره (العنوان، المقدّمة، العرض، الخاتمة). تنظيم الآراء والأفكار بطريقة منطقية من خلال توظيف أدوات الربط بطريقة مناسبة ومن خلال ترتيب الأفكار الفرعية الملائمة للفكرة الرئيسة بالإضافة إلى التركيز على استخدام مفردات وتراكيب ملائمة ومتنوعة. دراسة نصوص أدبية: أنا وورقة التقويم لماذا أعيش، الناس والأماكن، الأصمعي. التدرب على القراءة الجهرية وفق معايير التقييم الذاتي والغيري. جولة في الصحف الأردنية، باختيار مقالة من الصحيفة ثمّ تحديد عنوانها وموضوعها وكاتبها والفكرة الرئيسة التي تطرحها هذه المقالة والتعليق على أهميّتها وتاريخ نشرها كما تمّ مناقشة معايير التقييم والتي تتمثل بالمعيار (أ) التحليل / المعيار (ب) التنظيم / المعيار (ج) إنتاج النصّ / المعيار (د) استخدام اللغة.

ARABIC LANGUAGE

أمنيات تتحقق

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تم إعطاء تقييم تشخيصي يشمل الكتابة والقراءة الجهرية و أوراق عمل إثرائية وتوثيق الكتابة الإبداعية على دفتر قصتي وكلماتي وقد تم تنفيذ تقييمات تكوينية تمهيداً للتقييم النهائي والذي يشمل المعايير الأربعة جميعها والتي تتمثل بالمعيار (أ) التحليل / المعيار (ب) التنظيم / المعيار (ج) إنتاج النص / المعيار (د) استخدام اللغة.

• الخدمة والعمل:

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

VISUAL ART

Evolution of Still Life

- **Key Concept: Change**
- **Related Concepts: Compositions and Style**
- **Global Context and Exploration: Scientific and Technical Innovation (Modernization)**
- **Statement of Inquiry: Modernization led to change in art compositions and styles.**

ATL Skills:

- **Thinking Skills (Critical thinking): Practise observing carefully in order to recognize problems./ Consider ideas from multiple perspectives.**
- **Research Skills (Information literacy): Make connections between various sources of information.**

VISUAL ART

Evolution of Still Life

- Unit Overview:

In the first unit, students create dynamic still life compositions in which they investigate shape, form and values while learning about the history of still life and how it evolved in our days.

- Activities and Tasks Overview:

At the beginning of this term, students revised the arts cycle and the 4 different criteria that we work to develop and understand in each unit. Accordingly, we initiated the unit by introducing key terminologies about still life drawing. We focused on criteria A and B which revolved around knowing and understanding shape, form, light and dark tones. Eventually, students represented their acquired knowledge through developing drawing and shading skills. A clear understanding of contouring, line qualities and drawing from direct observation helped students to create a balanced composition using the rule of thirds and drawing from direct observation.

VISUAL ART

Evolution of Still Life

- **Assessment Overview:**

Students engaged in many inquiries that granted them the opportunity to experience different drawing and sketching approaches. Gradually in preparation for this unit's summative, the students will start collecting primary resources to record and conduct different observational studies. Students will be able to create a personal response to the environment around them; hence, appreciating beauty and change in aesthetics. 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

Click Navigation (Creating Sitemaps)

- Key Concept: Systems
- Related Concepts: Invention & Resources
- Global Context and Exploration: Globalization and sustainability (Data-driven decision-making)
- Statement of Inquiry: Inventions of Systems by Data-driven decisions arranges Resources

ATL Skills:

- Organization Skills: Use appropriate strategies for organizing complex information.
- Research (Information literacy skills): Present information in a variety of formats and platforms.

DESIGN

Click Navigation (Creating Sitemaps)

- Unit Overview:

Our first design unit focuses on learning how to organize information by creating a sitemap for a local tourism company, to include all primary and secondary navigation and combine the use of a web based programme to create the structure.

- Activities and Tasks Overview:

At the beginning of the unit, students started to understand the terms and ideas. We introduced activities aimed at the explicit learning of the skill of organizing different things in a logical manner. After that, students explored the Key and Related concepts in the form of team activities and brainstorming in order to understand the terms such as resources and data-driven decision making. They started researching to understand the different terms and each student selected a location in Jordan to base their work on. The students learned the components of a sitemap structure and the difference between them, as well as the way to use a web based program to create and draw the structure.

DESIGN

Click Navigation (Creating Sitemaps)

- **Assessment Overview:**

Formative assessments will cover research skills and the students' understanding of terms in Criterion A (Inquiring & Analysing) and their implementation of their knowledge in Criteria B (Developing Ideas) and C (Creating the Solution) with reference to the specifications and GRASPS when assessing Criterion D (Evaluating). The summative assessment of this unit will be to design a sitemap using the skills and knowledge they accumulated throughout the unit.



DRAMA

Greek Theater

- **Key Concept: Communication**
- **Related Concepts: Structure and Narrative**
- **Global Context and Exploration: Orientation in Space and Time (Evolution)**
- **Statement of Inquiry: In ancient cultures, how narratives are structured and communicated can be more important than what is communicated.**

ATL Skills:

- **Research Skills (Media literacy): Interacting with media to use and create ideas and information / Understand the impact of media representations and modes of presentation.**
- **Social Skills (Collaboration): Working effectively with others / Listen actively to other perspectives and ideas.**
- **Thinking Skills (Critical thinking): Generating novel ideas and considering new perspectives / Apply existing knowledge to generate new ideas, products or processes.**

DRAMA

Greek Theater

- Unit Overview:

This unit focuses on the history of Greek theatre, Mythology, theatre and structure. Students design a collage about the Greek theatre.

- 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 a Greek theater presentation where students researched detailed elements of Greek theater.

- Assessment Overview:

Students are currently being prepared for their formative assessment. A summative assessment will be given at the end October. It will be about creating a collage using Greek theater visual resources. 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

Is Knowledge Power?

- Key Concept: Perspective
- Related Concepts: Context and Theme
- Global Context and Exploration: Fairness and Development (Rights)
- Statement of Inquiry: Films with the theme of education may promote fairness and development, give us a new perspective on things we take for granted and help us understand context.

ATL Skills:

- Communication: Negotiate ideas and knowledge with peers and teachers. / Make inferences and draw conclusions. / Make effective summary notes for studying.
- Research Skills (Information Literacy): Access information to be informed and inform others.
- Research Skills (Media Literacy): Demonstrate awareness of media interpretations of events and ideas (including digital social media).
- Thinking Skills (Critical Thinking): Evaluate evidence and arguments. / Draw reasonable conclusions and generalizations.

ENGLISH LANGUAGE AND LITERATURE

Is Knowledge Power?

- Unit Overview:

This unit introduces the theme of education and its importance. It focuses on film analysis and the different ways and reasons people seek education. This unit will also introduce various figures who have been influential to education. Students are expected to become more inquiring as they explore the different ways in which people learn and continue to learn.

- Activities and Tasks Overview:

Learners started the year by having a diagnostic test to enable teachers to adjust plans according to students' needs. Students provided their perspectives on the reasons why people seek education and its importance. They analyzed a 70's song on the negative side of old fashioned education. Then, they watched a video on the modern view. After that, students watched and analyzed a BBC production film based on a true story of the life of a Kenyan man fighting for his right to get free education. As they watched, students were expected to take guided notes on the setting, the characters, the direction and the storyline. Students compared between the character in the film and its real counterpart.

ENGLISH LANGUAGE AND LITERATURE

Is Knowledge Power?

- **Assessment Overview:**

Students are working their way into the formative assessment preparing them for the summative assessment in which they will be asked to write a compare and contrast essay. Students will be assessed in all criteria; A (Analyzing), B (Organizing), C (Producing Text) and D (Using Language).

FRENCH LANGUAGE ACQUISITION

What do you like to eat?

- Key Concept: Communication
- Related Concepts: Meaning / Context / Purpose
- Global Context and Exploration: Identities and relationships (Health and well-being)
- Statement of Inquiry: The purpose of healthy communication is to give meaning to our well-being in different contexts.

ATL Skills:

- Communication skills: read critically and for comprehension . Give and receive meaningful feedback. Write for different purposes. Use a variety of speaking techniques to communicate with a variety of audiences. Take effective notes in class.
- Information literacy skills: use memory techniques to develop long-term memory. Access information to be informed and inform others.
- Critical thinking skills: draw reasonable conclusions and generalizations. Gather and organize relevant information to formulate an argument.
- Creative thinking skills : Use brainstorming and visual diagrams to generate new ideas and inquiries.

FRENCH LANGUAGE ACQUISITION

What do you like to eat?

- Unit Overview:

In this unit, learners explore different types of food and drinks. They explore different francophone dishes and the preferred food of different people. They explore healthy diets, the most consumed food in the world along with some French desserts. Moreover, students learn how to have a dialogue at a restaurant as well as rules to show proper table manners.

- Activities and Tasks Overview:

Our learners started the year on a positive note. They enjoyed several activities, games and songs. We had a general revision in French. A diagnostic test was done after that to estimate their knowledge and learners were divided into phases. Then, we started our unit "What do you like to eat?"

Phase 1 "Emergent level": Students started learning the vocabulary about food and drinks "Qu'est-ce que tu aimes manger?" They learned new vocabulary about fruits and vegetables, protein and carbohydrates. They learned the present tense of some verbs from the first group "Les verbes du premier group", the articles of the quantity "Les articles partitifs" and how we can order our breakfast, lunch and dinner. They also participated in activities by watching videos and doing exercises.

FRENCH LANGUAGE ACQUISITION

What do you like to eat?

- Activities and Tasks Overview:

Phase 2 "Emergent level": Learners identified the components of the unit: the title, statement of inquiry, key and related concepts, global context, the objectives and the questions of the unit (Factual, Conceptual and Debatable). After that, phase 2 started working on "Qu'est-ce que tu aimes manger?" They continued working on exploring different dishes by watching videos, such as "The ingredients of your favorite dish" and they classified different types of food in different categories. Students described their favorite dishes with the ingredients. They also worked on "les articles partitifs" by watching videos and going through different activities.

Phase 3 "Capable level": Learners started exploring the unit, "Qu'est-ce que tu aimes manger?" They identified the components of the unit: the title, statement of inquiry, key and related concepts, global context, the objectives and the questions of the unit (Factual, Conceptual and Debatable). They revised some names of vegetables, fruits, drinks and seeds. They learned how to say "some" in French, by discovering "les articles partitifs" through videos, worksheets and games. They started analysing texts to discover the most essential food in France by working in groups and searching for information. They searched about the most consumed food in Jordan and expressed what they prefer to eat on meals. Furthermore, they started exploring what is a healthy dish. Students reflected on their learning process after each activity.

FRENCH LANGUAGE ACQUISITION

What do you like to eat?

At the end of each month, short stories will be given to our learners to let them enjoy reading while enriching their language.

- **Assessment Overview:**

Learners in 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 assessed according to all criteria; Criterion A (Listening), Criterion B (Reading), Criterion C (Speaking) and Criterion D (Writing).



INDIVIDUALS AND SOCIETIES

How are societies governed?

- Key Concept: Systems
- Related Concepts: Power and Equity
- Global Context and Exploration: Fairness and Development (Democracy)
- Statement of Inquiry: The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.

ATL Skills:

- Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences; Make effective summary notes for studying.
- Research Skills (Information Literacy): Access information to be informed and inform others.
- Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument.

INDIVIDUALS AND SOCIETIES

How are societies governed?

- Unit Overview:

Our first I&S unit focuses on systems of government and their fairness towards their citizens. This unit covers monarchies, democracies and dictatorships.

- Activities and Tasks Overview:

Our students started the year with several activities to break the ice and get to know each other well. Then, we refreshed our knowledge on the subject of I&S through a comprehensive orientation session discussing the nature of its content, assessments, skills needed, and how to study. After that, we started with our first unit, "How Are Societies Governed?". Through comprehensive activities that focus on students' critical thinking and their research skills, we have covered the first system, "Monarchies". After that, we moved to the second system which is, "Democracies". Students started working on a small research project where they will discover the history of democracy.

INDIVIDUALS AND SOCIETIES

How are societies governed?

- **Assessment Overview:**

Students are being prepared for their Summative assessment through a series of activities, worksheets and a formal formative assessment. At the end of the unit, students will be assessed according to all the criteria; Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically).



MATHEMATICS

Numbers: Discoveries and Developments

- **Key Concept: Form**
- **Related Concepts: Quantity, Representation and Simplification**
- **Global Context and Exploration: Scientific and Technical Innovation (Industrialization and Engineering)**
- **Statement of Inquiry: Representing and simplifying quantities in different forms can help industrialization and engineering**

ATL Skills:

- **Research (Information literacy): use memory techniques to develop long term memory.**
- **Self-management (Affective skills): practice positive thinking.**
- **Communication skills: Understand and use mathematical notation.**

MATHEMATICS

Numbers: Discoveries and Developments

- Unit Overview:

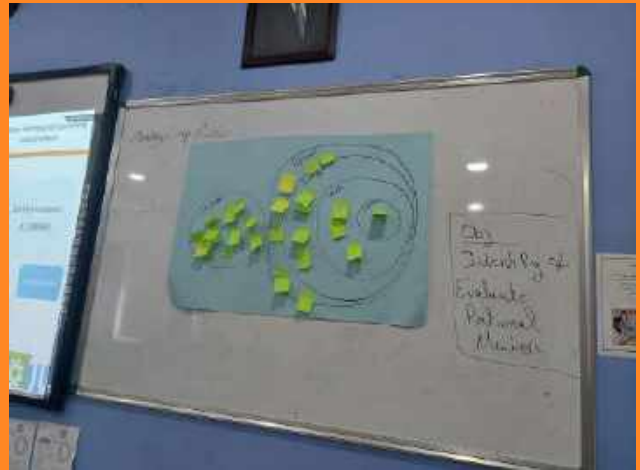
In this unit, students learn about quantities and how to represent and simplify them using mathematical notation. They learn about rules of exponents and how to use them for representing small and large quantities within problems in context using mathematical notations. They also explore some amazing scientific and industrial discoveries and find out the importance of mathematical notations within them.

- Activities and Tasks Overview:

After revising students' prior knowledge, they classified types of numbers using a Venn diagram and a flowchart to help in long term memory. Students worked on some investigations to explore converting recurring decimals to fractions. They also explored the rules for negative base and negative exponents. They practiced solving some questions from the book along with activities and games. They are reflecting on their learning process to ensure positive thinking.

- Assessment Overview:

Students are practicing through formative assessments on Criterion B (Investigating Patterns) to prepare for the summative assessment. Criterion A (Knowing and Understanding) is done on regular bases during classes and through homework assignments. It will be done formatively in the coming days.



MUSIC

Solfege

- **Key Concept: Change**
- **Related Concepts: Interpretation, Expression**
- **Global Context and Exploration: Scientific and Technical innovation (Methods)**
- **Statement of Inquiry: Change in the way we see and express notes can help us interpret music differently through various methods.**

ATL Skills:

- **Thinking Skills (Critical Thinking):** Revise understanding based on new information and evidence.
- **Self-management Skills (Reflection):** Develop new skills, techniques, and strategies for effective learning.

MUSIC

Solfege

- Unit Overview:

In this unit, students learn about the concept of solfege, what it is, how to do it, and sing along to the music notes.

- Activities and Tasks Overview:

The first two weeks of the term were spent in introducing the two performing arts options, drama, and music to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, after seeing an introductory video about solfege, and singing along with it, students took notes in order to do their own research on what solfege is.

MUSIC

Solfege

- **Assessment Overview:**

Before presenting the summative, 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 the kind of pitches that the sound has and the differentiation between them as well as exercises about solfege in particular, the different scales it is done in, and the different time signatures. For the summative assessment, students will read different kinds of toned exercises with different types of tempo. They will be assessed to the following criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively), and Criterion D (Responding).

PHE

Jump High, Run Faster

- Unit Overview:

This unit focuses on the track and field events as well as running and jumping exercises and drills to develop skills and movement techniques.

- Activities and Tasks Overview:

Students went through the unit overview and statement of inquiry and discussed the inquiry questions in groups. They watched a video on the track and field events and they learned the types of the events. Students also researched the rules of the game and started working on PowerPoint slides exploring track and field events and rules.

- Assessment Overview:

Students will do a Formative Assessment in Criterion A (Knowing and Understanding) where they will practice an oral presentation about track and field events and rules. A Summative Assessment will be discussed later in October.

SCIENCE

How do we make it work? (Indigenous Knowledge)

- Key Concept: Relationships
- Related Concepts: Balance and Models
- Global Context and Exploration: Personal and Cultural Expression (Analysis and Argument)
- Statement of Inquiry: Indigenous people's relationships, detailed and invaluable knowledge and personal expression allow them to live in a balanced way with their local environment.

ATL Skills:

- Communication Skills: Use intercultural understanding to interpret communication.
- Social Skills (Collaboration): Advocate for one's own rights and needs.
- Self-management Skills (Organization): Plan short- and long-term assignments; meet deadlines.
- Research Skills (Media literacy): Consider how to write an effective research question.
- Thinking Skills (Creative-thinking): Recognize our personal cultural assumptions, and biases.

SCIENCE

How do we make it work? (Indigenous Knowledge)

- Unit Overview:

In this unit, students explore how Indigenous people make up a significant percentage of the world's population. It is estimated that there are about 5000 different tribes of indigenous peoples in the world. The knowledge they have particularly about local ecology is immense and complex. In recent years, we have started to appreciate the value of this knowledge more.

- Activities and Tasks Overview

Students investigated the importance of Indigenous people and their knowledge in the development of modern science. Students explored the food sources of Indigenous people, their diet and knowledge, and how they differ from modern science. Students communicated and discussed case studies to explore the impact of conservation approaches on Indigenous people.

SCIENCE

How do we make it work? (Indigenous Knowledge)

- **Assessment Overview**

Students are practicing through a formative assessment in Criterion A (Knowing and understanding) to evaluate their knowledge and understanding of unit conversion and apply their understanding to solve different problems. They will be assessed in Criterion A (Knowing and understanding) in a summative assessment to explain, discuss and outline their knowledge about Indigenous people and compare it with modern science.

- **Service as Action**

Students are exploring ways in which Indigenous people could live in the modern world while preserving their traditions and customs.



ATL

- ATL Skills (Research):

Research Skills (Information Literacy)

- Identify Primary and Secondary resources.
- Create references and citations.

Thinking Skills (Critical Thinking)

- Recognize unstated assumptions and bias.

- ATL Skills (Counselling):

Affective Skills (Mindfulness Awareness)

- Practice focus and concentration
- Practice strategies to develop mental focus
- Practise strategies to overcome distractions
- Practice being aware of body-mind connections
- Practice strategies to develop mental quiet
- Practice focus and concentration

ATL

- ATL/ Research:

Students learned about primary and secondary resources. They were then asked to evaluate their sources according to the OPVL method. After that, they cited their sources through a citation generator. Students had the opportunity to paraphrase the information they researched as well.

- ATL/ Counselling:

Students reflected on what mindfulness knowledge and self-care are. After that, we had a class discussion on how to improve levels of mindfulness and methods of self-care, along with the benefits of each. Students had the opportunity to create their own self-care plans to reach higher levels of mindfulness.