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ARABIC LANGUAGE

أبواب السَّعادة

- المفهوم الرئيس : التواصل
- المفاهيم ذات الصلة : الشَّخصيَّة / التَّعبير عن الذات / ضروريات المجتمع.
- السِّياقات العالميَّة والاستكشافات : التَّعبير الشَّخصي والثَّقافي (المهارة الفنيَّة)
- جملة البحث والاستقصاء: مهارة الأديب في التَّواصل مع جمهوره تُمكن الفرد من استكشاف أثر السَّعادة والتَّشاؤم على تكوين هويَّته والتَّعبير عن ذاته.

مهارات أساليب التَّعلُّم :

- مهارات الاجتماعيَّة (مهارة العمل التعاوني) : إدارة النزاعات وحلِّها والعمل عملاً تعاونياً. اتِّخاذ القرارات المنسَّقة والعادلة.
- مهارات إدارة الذات (مهارات التَّنظيم) : فهم واستخدام أفضليَّات التَّعلُّم الحسيَّة (أساليب التَّعلُّم). اختيار واستخدام التَّكنولوجيا بفعاليَّة بشكلٍ مثمر.

ARABIC LANGUAGE

أبواب السعادة

• نظرة عامة على الوحدة:

الوحدة الأولى تحوي تحليل أدبي للمقالة وعناصرها الفنية وكتابة المقالة من حيث إنتاج نص أدبي يحمل فكرة موجهة وتحليل النص الأدبي ومقارنته مع الشعر.

• نظرة عامة على الأنشطة والمهام:

تَمَّ عرض ملامح متعلمي البكالوريا الدّوليّة، كما تَمَّ شرح مصطلحات الإرشاد والتّوجيه الخاصّة بمجموعة اللغة والأدب. تَمَّ دراسة فنّ المقالة من خلال مراعاة استيفاء المقال المنتج لعناصره (العنوان، المقدّمة، العرض، الخاتمة). تنظيّم الآراء والأفكار بطريقة منطقية من خلال توظيف أدوات الربط بطريقة مناسبة ومن خلال ترتيب الأفكار الفرعيّة الملائمة للفكرة الرّئيسية بالإضافة إلى التّركيز على استخدام مفردات وتراكيب ملائمة ومتنوّعة . دراسة وتحليل نص أدبي بعنوان: عمليات التّجميل، كما تَمَّ مناقشة معايير التّقييم والتي تتمثّل بالمعيار (أ) التّحليل / المعيار (ب) التّنظيم / المعيار (ج) إنتاج النّص / المعيار (د) استخدام اللغة. دراسة المفهوم النّظري لفن المقالة. وعناصرها وأنواعها وخصائصها. وتَمَّ تكليف الطلبة بمهمّتين كتابيّتين الأولى بعنوان مَن أنا؟ والثانية كتابة مقالة يختار الطالب موضوعها ويقوم بتطبيق قواعد كتابة المقالة التي تعلمها .

ARABIC LANGUAGE

أبواب السعادة

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تم إعطاء تقييم تشخيصي يشمل الكتابة والقراءة الجهرية المسجلة و أوراق عمل إثرائية 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 الفريز، والخطوات المراد تحقيقها في خدمة المجتمعات المحتاجة.

VISUAL ART

Reflections

- Key Concept: Identity
- Related Concepts: Visual Culture and Communication
- Global Context and Exploration: Identities and Relationships (Status)
- Statement of Inquiry: Through status we communicate visual and cultural identities.

ATL Skills:

- Self-management Skills (Reflection): Develop new skills, techniques and strategies for effective learning; Keep a journal to record reflections.
- 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

Reflections

- Unit Overview:

In an intention to understand how status can change the way we communicate visual and cultural identities, the students will learn how to create an artwork that holds different metaphors and concepts that are presented through different subjects.

- Activities and Tasks Overview:

At the beginning of the year, our students revised the art cycle, the importance and significance of each criteria and how they resonate in their work. Several activities revolving around creating a series of investigations were conducted. Visual diagrams for brainstorming such as mind mapping concepts, creating and doing an art analysis allowed the students to create a personal sense of aesthetics and a creative response. They did several inquiries and reflections that helped them understand and acquire enough information on the artist's status, historical contexts and institutional theory. Mixed medium activities and explorations are explored in order to create the artwork. Annotations, sketching investigations are in progress.

VISUAL ART

Reflections

- **Assessment Overview:**

The students are working on several formative mini-workshops to experience different techniques, research and analysis study to plan for our summative assessment. 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

Making a Difference!

- **Key Concept: Communities**
- **Related Concepts: Perspective & Evaluation**
- **Global Context and Exploration: Fairness and Development (Imagining a hopeful future)**
- **Statement of Inquiry: Imagining a hopeful future when evaluating current situations changes the perspective of communities**

ATL Skills:

- **Communication Skills (Communication): Organize and depict information logically.**
- **Research Skills (Information-literacy): Collect and analyse data to identify solutions and make informed decisions.**

DESIGN

Making a Difference!

- Unit Overview:

Our first unit deals with creating a storyboard to be used for a movie/animation. We will study the relation to script, components of a scene, and how to translate thoughts into visuals. The unit combines concepts from English and Arts, and will be a good opportunity for students to use their skills combined.

- Activities and Tasks Overview:

Before starting the unit, students worked on a design challenge that helped them with their creative and collaboration skills. After that, we explored the Key and Related concepts in the form of team activities and brainstorming in order to understand the terms such as evaluation, perspective, and imagining a hopeful future. We started our research work by choosing the initiative for real life events in order for the students to translate into a relevant storyboard. We explored the reason for movies, the messages conveyed, and how they evoke empathy. Students also learned how to recreate a storyboard by learning from examples, and compared them to the original work to assess their success.

DESIGN

Making a Difference!

- **Assessment Overview:**

Students were assessed in their abilities to analyze and research initiatives proposed by the Ministry of Social Development and their impact, Criterion A (Inquiring & Analyzing). Another formative assessment was to recreate a script and storyboard for an animation and compare it to the original as part of Criterion C (Creating the Solution).



DRAMA

Theatre Practitioners 101 “Stanislavski, Brecht”

- **Key Concept: Communication**
- **Related Concepts: Audience and Play**
- **Global Context and Exploration: Identities and Relationships (Human Nature)**
- **Statement of Inquiry: Types of theatres could be dependent on the intended audience, the type of play performed and the nature of the practitioner.**

ATL Skills:

- **Research Skills (Information literacy): Access information to be informed and inform others.**
- **Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences.**

DRAMA

Theatre Practitioners 101 “Stanislavski, Brecht”

- Unit Overview:

This unit focuses on exploring two of the most important theatre practitioners and the types of theatre they invented.

- 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 Stanislavski system elements' performance, writing dialogues to perform.

- Assessment Overview:

The summative assessment will be given at the end October. It will be about creating a performance (duo-drama) based on Brecht theories and the Stanislavski system. 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 Does Courage Look Like?

- **Key Concept:** Perspective
- **Related Concepts:** Point of view and Self-expression
- **Global Context and Exploration:** Personal and Cultural Expression (Philosophies and ways of life)
- **Statement of Inquiry:** Perspectives formed about what 'courage' is can be influenced by one's own self-expression, philosophies, ways of life and the point of view of others.

ATL Skills:

- **Communication Skills:** Use appropriate forms of writing for different purposes and audiences & Give and receive meaningful feedback.
- **Thinking Skills (Creative Thinking):** Use existing works and ideas in new ways.
- **Thinking Skills (Critical Thinking):** Consider ideas from multiple perspectives.
- **Research Skills (Information-literacy):** Evaluate and select information sources and digital tools based on their appropriateness to specific tasks & Make connections between various sources of information.
- **Research Skills (Media-literacy):** Seek a range of perspectives from multiple and varied resources.

ENGLISH LANGUAGE AND LITERATURE

What Does Courage Look Like?

- **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 news reports. The focus is on learning and using the structure and components of news reports.

- **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 assimilated the concept of courage and how crucial it is to consider multiple perspectives in News Reports. Moreover, students learned the conventions and components of News Reports by analysing news articles. Finally, learners also used their research skills to gather information about their chosen topic in order to write their own news report.

ENGLISH LANGUAGE AND LITERATURE

What Does Courage Look Like?

- **Assessment Overview:**

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

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- Key Concept: Culture
- Related Concepts: Structure and Word of choice
- Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)
- Statement of Inquiry: The trips that we plan to specific places at different times allow us to arouse our curiosity and have an impact on our culture and can change the philosophies and ways of life by travelling..

ATL Skills:

- Communication skills: Make inferences and draw conclusions. Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences.
- Social Skills (Collaboration): Build consensus. Working effectively with others.
- Research Skills (Information Literacy): Access information to be informed and inform others.

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- **Thinking Skills (Critical Thinking):** Draw reasonable conclusions and generalizations. Consider ideas from multiple perspectives.
- **Thinking Skills (Creative Thinking):** Use brainstorming and visual diagrams to generate new ideas and inquiries .Create original works and ideas ; use existing works and ideas in new ways.
- **Unit Overview:**

Students will discover types of holidays, what activities we can do in each place. They will discover new places and what are the effects of tourism on some places.

- **Activities and Tasks Overview:**

Our learners started the year with many activities, songs and games to break the ice and get to know each other. Then, we had a general revision in French. After that, a diagnostic test was done to be able to divide into their appropriate phases. Then, we started our unit "Are you curious?" where Learners analyzed the statement of inquiry along with the Key and Related Concepts.

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- Phase 2 “Emergent level”:

Learners started to explore the places where they can spend their vacations through researching the places themselves and the activities that they can do in each one. In addition to that, learners discovered the different types of vacations and shared their thoughts about where they would prefer to spend their vacation and what types of activities they would be willing to do.

- Phase 3 “Capable level”:

Learners enjoyed analysing a song about holidays. They examined some images and reflected on them. They brainstormed and worked in groups to discover activities we can do in a mountain, in a town or on a beach. They also wrote a letter about their favorite holiday. They explored what they can take with them during their holiday. They revised prepositions with towns and countries and worked in groups to do some activities. They explored where they could sleep during their holidays. They searched for advantages and disadvantages of hotels, camping and tents. At the end of each month, short stories will be given to our learners to let them enjoy reading and to enrich their language.

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- **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 (Listening), Criterion B (Reading), Criterion C (Speaking) and Criterion D (Writing).



INDIVIDUALS AND SOCIETIES

How revolutionary was the industrial revolution?

- **Key Concept:** Change
- **Related Concepts:** Innovation and Revolution + Causality
- **Global Context and Exploration:** Scientific and Technical innovation (Industrialization & Engineering)
- **Statement of Inquiry:** Innovations in science and technology can cause revolutionary changes in the ways we live and work.

ATL Skills:

- **Communication Skills:** Negotiate ideas and knowledge with peers and teachers; Use a variety of speaking techniques to communicate with a variety of audiences; Negotiate ideas and knowledge with peers and teachers.
- **Thinking Skills (Critical-thinking):** Consider ideas from multiple perspectives; Gather and organize relevant information to formulate an argument; Recognize unstated assumptions and bias; Evaluate evidence and arguments.
- **Social Skills (Collaboration):** Listen actively to other perspectives and ideas; Encourage others to contribute; Give and receive meaningful feedback.
- **Organization Skills:** Use appropriate strategies for organizing complex information.

INDIVIDUALS AND SOCIETIES

How revolutionary was the industrial revolution?

- Unit Overview:

Our first unit focuses on the Industrial Revolution and its impact on the world. Students will explore the key events and changes that led to the industrial revolution.

- Activities and Tasks Overview:

Students started the unit by examining some of the key words they will use often throughout the unit as well as compare between two images of the same place before and after the industrial revolution took place. We challenged their critical thinking skills through several activities and worksheets. Students worked hard on a short research project to help them understand some of the key inventions from that time.

INDIVIDUALS AND SOCIETIES

How revolutionary was the industrial revolution?

- **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

Simplifying is a Change for the Better

- **Key Concept: Form**
- **Related Concepts: Simplification and Change**
- **Global Context and Exploration: Globalization and Sustainability (Consumption)**
- **Statement of Inquiry: Changing to simplified forms can help with analyzing the effects of consumption.**

ATL Skills:

- **Communication Skills: Understand and use mathematical notation**
- **Thinking Skills (Critical Thinking): Draw reasonable conclusion and generalisation**
- **Thinking Skills (Transfer): Combine knowledge, understanding and skills to create products or solutions**

MATHEMATICS

Numbers: Discoveries and Developments

- Unit Overview:

In this unit, students will explore different forms of number systems. They will simplify and change expressions from form to another using rules of exponents. They are also going through direct and inverse propositions and linking them to real life examples.

- Activities and Tasks Overview:

Students learned about rational, irrational, radicals and indices with all types of powers. They were working on different investigations during classes. They also practiced brainstorming activities to help initiate inquiry and to manage where they combine their understanding to create new ideas and solutions. Students also practiced mathematical language and notations to represent different forms of expressions.

- Assessment Overview:

Formative assessments were done through students' classwork and homework. In addition, we have the formal formative assessment in Criteria A (Knowing and Understanding) and B (Investigating Patterns). Students will keep practicing to prepare them for the summative assessment.

MUSIC

Instrument Performance (Piano 1)

- **Key Concept: Communication**
- **Related Concepts: Play and Expression**
- **Global Context and Exploration: Orientation in space and time (Exchange and Interaction)**
- **Statement of Inquiry: Playing piano may be considered a means of communication and expression that reflects the exchange and interaction between the pianist and the audience.**

ATL Skills:

- **Thinking skills (Critical thinking): Create original works and ideas; use existing works and ideas in new ways.**
- **Thinking skills (Creative thinking): Identify obstacles and challenges.**

MUSIC

Instrument Performance (Piano 1)

- **Unit Overview:**

In the first unit of this year, students will learn the concept of the piano instrument, what it is, and how to perform it.

- **Activities and Tasks Overview:**

During the first lessons, students had an introduction to the piano instrument, how many scales it has, the mechanism of the instrument and how it works. Furthermore, they learned how to sit properly on the piano and how to play the instrument. In each lesson, students are reading more types of note exercises that are given to them according to the reference music sheets.

MUSIC

Instrument Performance (Piano 1)

- **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 reading the notes the right way, different scales, and different time signatures. For the summative of this unit, students will be assessed by performing selected exercises and music pieces in front of the teacher. We will cover all four criteria in this unit as follows; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).

BIOLOGY

How is life organized?

- **Key Concept: Relationships**
- **Related Concepts: Interaction, Balance and Environment**
- **Global Context and Exploration: Globalisation and Sustainability (Diversity and Interconnection)**
- **Statement of Inquiry: Because scientists understand the relationship between global biodiversity and human needs, we need to keep the interactions in the environment balanced.**

ATL Skills:

- **Communication Skills: Negotiate ideas and knowledge with peers and teachers.**
- **Thinking Skills (Critical Thinking): Practise observing carefully in order to recognize problems / Gather and organize relevant information to formulate an argument.**

BIOLOGY

How is life organized?

- Unit Overview:

In this chapter, we examine how life exists at a range of scales and discover how the identity of an organism is determined by the parts it is made up of and the relationship between them.

- Activities and Tasks Overview:

Students practiced visible thinking routines to analyze and explain relationships between different ecosystems. We have found out about how organisms differ in form and complexity, and explained ways in which they are grouped and classified. We have explored the patterns in structures, functions and biological processes that are necessary to sustain life. We have learnt about our role as carers and balanced individuals. We have seen that all organisms depend on other organisms in order to survive. In a healthy ecosystem, there is a cycle of interactions that results in shifts and adjustments that allow the ecosystem to stay in balance. The interactions between species in an ecosystem are never static; they are constantly changing and adjusting to support the needs of all that make a positive contribution.

BIOLOGY

How is life organized?

- Assessment Overview

Students practiced Criterion B (Inquiring and Designing) formatively to provide evidence on whether the PH of soil varies and how it is related to the biotic factors. They collected soil samples from three different sites and described the soil. Students measured the PH and of the soil and described how the acidity of the soil is related to the biotic in the soil.





PHYSICS

Motion and Car Safety

- **Key Concept: Relationships**
- **Related Concepts: Development , Movement and Consequence**
- **Global Context and Exploration: Scientific and Technical Innovation (Modernization)**
- **Statement of Inquiry: Our understanding of the relationships in Newton's laws of motion has led to safety features in cars that result in improving and developing road safety.**

ATL Skills:

- **Communication Skills: negotiate ideas and knowledge with peers and teachers.**
- **Self-management (Reflection): Develop new skills, techniques and strategies for effective learning.**

PHYSICS

Motion and Car Safety

- Unit overview:

This unit aims to explain everyday movement. Students learn that atoms and molecules are in constant motion and that movement can be described by reference to distance and time. In this unit, students will learn how the understanding of Newton's laws of motion have led to the development of safety features that help us avoid and survive car crashes

- Activities and Tasks Overview:

Students communicated and discussed why cars aren't safer through examples. Students also communicated and discussed what is the advantage to science, and commerce, of having the SI system of units. They reflected on how to monitor their own learning, and approached tasks strategically. In addition, students discussed how to approach given examples in textbooks in most subjects, and agreed that the best way to learn is by covering up the solution and solving it yourself and then checking the complete solution.

PHYSICS

Motion and Car Safety

- **Assessment Overview:**

Students practiced Criterion A (Knowing and understanding) formatively in class, they have applied scientific knowledge and understanding to solve problems related to the unit. Students will have summative assessment in Criterion D (Reflecting on the impacts of science).

- **Service as Action:**

Students will explore ways to spread awareness regarding road safety.

CHEMISTRY

What is Matter?

- **Key Concept: Relationships**
- **Related Concepts: Development and Patterns**
- **Global Context and Exploration: Personal and Cultural Expression (Histories of ideas)**
- **Statement of Inquiry: The development of our modern ideas about relationships between matter and patterns in periodic tables may show the creative work of scientists from different cultures over a long time.**

ATL Skills:

- **Communication skills: Use intercultural understanding to interpret communication.**
- **Research Skills (Media literacy): Consider how to write an effective research question.**
- **Thinking Skills (Creative-thinking): Recognize our personal cultural assumptions, and biases.**

CHEMISTRY

What is Matter?

- Unit Overview:

Chemistry is the study of the substances present on Earth. It tells us how these substances can be made, how they behave, and how they can be detected and measured. Most importantly, chemistry helps us understand what causes their behavior. This unit considers the development of our ideas about the matter from the times of the Ancient Greeks to the present time including the use of the periodic table to express the properties of elements.

- Activities and Tasks Overview:

Students explored the Inquiry cycle explained through examples. They communicated and discussed the “History of Matter”. Extra-resources and timetables were used to ensure that students explored the history of matter and the periodic table. Students used Venn diagrams to represent similar ideas and different ones of many scientists.

CHEMISTRY

What is Matter?

- **Assessment Overview**

Students are practicing formative assessment in Criterion D (Reflecting on the Impacts of Science) to prepare them for the summative assessment where they will discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue.

Students also practiced Criterion B (Inquiring and designing) and Criterion C (Processing and evaluating) formatively, they have learned to do investigation and to use scientific methods to state, outline, describe and explain problems and are prepared for the summative assessment.



PERSONAL PROJECT

- **ATL Skills:**

- **Self Management (Organization)**

Use appropriate strategies for organizing complex information.

- **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.

- **Self Management (Reflection)**

Identify strengths and weaknesses (self-assessment)

- **Communication skills**

Read a variety of sources for information and for pleasure.

- **Research Skills (Information Literacy)**

Create references and citations

PERSONAL PROJECT

- Personal Project Overview:

The Personal Project provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of Approaches to Learning (ATL) skills of Communication, Collaboration, Organization, Self-management, Reflection, Research, Informational literacy, Media literacy, Creative and Critical thinking, and Transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today. The Personal Project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

PERSONAL PROJECT

- College De La Salle Mission aligned with the Personal Projects:

College De La Salle, empowers its students to become life-long learners who respect diversity and are open minded global citizens while remaining deeply rooted in heritage by equipping them with 21st century skills, in collaboration with students, teachers, parents and the community. As we value innovative creative thinkers who are balanced and active inquirers and creating principled, caring, open-minded, communicators, personal projects are the platform in which our students will develop and highlight the mission and vision of the school.

- Activities and Tasks Overview:

This month's unit focused on planning strategies and how to organize ideas, students also learnt to evaluate their resources using CARRDS, OPVL and the frog template.