



FEBRUARY 2022

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ARABIC LANGUAGE

السفر عبر الزمان

- المفهوم الرئيس : الإبداع
- المفاهيم ذات الصلة : الغرض - التعبير عن الذات.
- السياقات العالمية والاستكشافات : الإنصاف والتطوير / الحقوق
- جملة البحث والاستقصاء : الأدب وسيلة إبداعية للتعبير عن الأحاسيس والمشاعر تجاه الوجود وقضاياها المختلفة، وأساليبه قد تطور وتؤثر في النفس البشرية لتحقيق الغرض منه.
- مهارات أساليب التعلم : مهارات التفكير: توليد الأفكار الجديدة والنظر في وجهات النظر الجديدة.

ARABIC LANGUAGE

السفر عبر الزمان

• نظرة عامة على الوحدة:

يتعرّف الطّلبة في هذه الوحدة فنّ القصة القصيرة من حيث: الفنّ القصصي، موضوعات القصة، الهدف أو الغاية من القصة القصيرة، التحليل الأدبي، وأشهر كتّاب القصة القصيرة، كما أنّهم يقومون بتحليل قصص متنوعة للحصول على فهم أعمق.

• نظرة عامة على الأنشطة والمهام:

- قام الطّلبة بقراءة وتحليل قصة الأمير والفقير، و أجابوا عن أسئلة متنوعة حول القصة.
- تعرّف الطّلبة إلى الاسم المثنى وإعرابه.
- قام الطّلبة بتلخيص أحداث قصة الأمير والفقير.
- حلّ الطّلبة قصة الأمير والفقير إلى عناصرها.
- تمّ مراجعة التراكيب و الأساليب اللغويّة الآتية:
- أنواع الأفعال من حيث الزمن.
- حروف النّصب.
- الهمزة المتطرّفة.
- التّاء المربوطة والتّاء والمفتوحة والهاء.
- كلمات فيها حروف تنطق ولا تكتب.
- همزتا الوصل والقطع.

يتمّ دعم الطّلبة في القضايا الإملائيّة وذلك من خلال تنفيذ إملاء غير منظور أسبوعيّاً بهدف إتقان القضايا الإملائيّة المدروسة.

ARABIC LANGUAGE

السّفر عبر الزّمان

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

يتعرّض الطّلبة إلى تقييمات بنائية مستمرة لقياس مدى تطوّرهم؛ حيث إنهم تعرّضوا للتّقييم الآتية: تقييم قراءة من خلال تسجيل قراءتهم. تقييم كتابي: تلخيص جزء من قصّة الأمير والفقير، كما أنّهم قاموا بتقييم أدائهم تقييمًا ذاتيًا.

VISUAL ART

Local Art

- **Key Concept: Culture**
- **Related Concepts: Representation, Visual Culture**
- **Global Context and Exploration: Personal and Cultural Expression (Creation)**
- **Statement of Inquiry: The way our visual culture is represented in our local art creates a personal and cultural expression**

ATL Skills:

- **Communication Skills: Take effective notes in class/exhibition; Use a variety of media to communicate with a range of audiences.**
- **Research Skills (Information literacy): Collect, record and verify data; Make connections between various sources of information.**
- **Social Skills (Collaboration): Give and receive meaningful feedback; Make fair and equitable decisions.**

VISUAL ART

Local Art

- Unit Overview:

A bright start for this term as students were introduced to a new unit tackling local art and the different sources of inspiration that we can find in our own culture and personal aesthetics. The students will develop their personalized artwork upon learning the basics of still life drawing, and they will also learn more about different Jordanian artists by doing an in depth investigation.

- Activities and Tasks Overview:

This unit started with a reflection padlet where students recorded their opinion on what still life art is, and what they can represent when they create their own artwork. Students stated their reflection upon the teacher's explanation and different wrap up discussions. Furthermore, an artist investigation took place, researching Jordanian artists like Wijdan Ali, Muhanna Al Dura, Juman Nimri and Samia Zaru. This activity was part of criterion A as students are developing their understanding of the local Art scene. Introducing Criterion B, students started working on basics of still life drawing, geometric form analysis as well as shading techniques. They worked on several exercises that helped them acquire knowledge and explore various compositional approaches. They worked from a variety of second-hand resources. In an intention to add a layer of relevance for this unit, they had a visit from the touring museum, one of the Jordan national gallery of fine arts initiatives. Students were exposed to different artworks from the gallery's artwork, and a hands-on workshop was presented by Artist Suheil Baqeen.

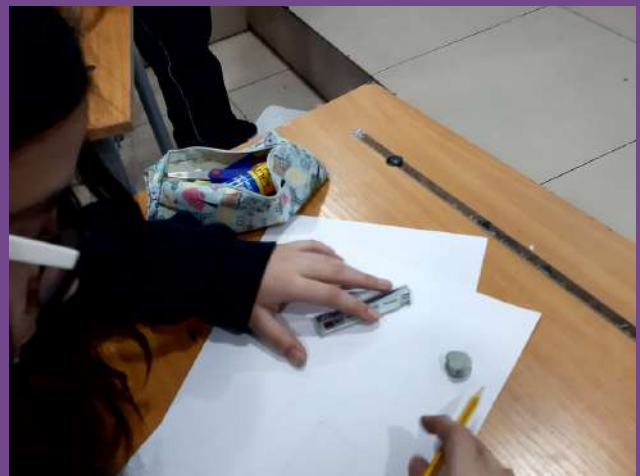
VISUAL ART

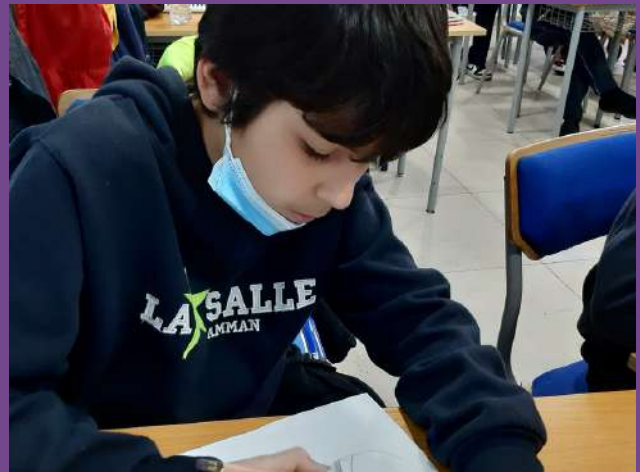
Local Art

- **Assessment Overview:**

Students are developing a variety of formative sketching activities that are tackled within class time and with assigning extra criterion B practices for development of form and shading. During the summative assessment, students will develop a rounded process journal where they can highlight all the practices established within class time as well as the earlier artist investigations. 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

Order out of Chaos

- **Key Concept: Systems**
- **Related Concepts: Adaptation and Form**
- **Global Context and Exploration: Globalization and sustainability (Scarcity)**
- **Statement of Inquiry: Scarcity causes adaptation of forms to create systems.**

ATL Skills:

- **Self Management Skills (Organization): Keep an organized and logical system of information files/notebooks**
- **Research Skills (Information-literacy): Collect and analyse data to identify solutions and make informed decisions**

DESIGN

Order out of Chaos

- Unit Overview:

The students are now more familiar of design as a concept, and shall start this unit to work on Product Design and creating 3D tangible solutions by designing a desk organizer for their personal use.

- Activities and Tasks Overview:

We started this unit by a starter activity to introduce students to product design. The students investigated the relation of ideas and concepts to final designs as well. We also investigated the meaning of terms such as upcycling and scarcity, and learned how to apply the ATL skills explicitly by using scenarios which clarified the use of the skill. The students finalized Objective A: Inquiring & Analyzing by finishing their relevant research, and Objective B: Developing Ideas, by suggesting ideas and sketching them.

DESIGN

Order out of Chaos

- **Assessment Overview:**

The assessments were focused mainly on the understanding of terms, and class tasks were for research and demonstration of understanding of skills.



DRAMA

Acting Basics 101

- **Key Concept: Communication, Creativity**
- **Related Concepts: Audience, Presentation, Style**
- **Global Context and Exploration: Personal and cultural expression (Practice and competency)**
- **Statement of Inquiry: Actors can communicate with the audience after practicing their creative presentation skills.**

ATL Skills:

- **Self-management Skills (Reflection Skills) :** Considering the process of learning; Choosing and using ATL skills; Consider content: What did I learn about today? What don't I understand yet? What questions do I have now?; Consider ATL skills development: What will I work on next?
- **Thinking Skills (Critical Thinking Skills) :** Analysing and evaluating issues and ideas; Propose and evaluate a variety of solutions; Identify obstacles and challenges.

DRAMA

Acting Basics 101

- **Unit Overview:**

Our first Drama unit of the second term talks about acting basic techniques and how to present specific topics in front of the audience. This is an interdisciplinary unit with Arabic Language and Literature. At the beginning of March, we are going to start training our students on acting skills using the play that they are taking in Arabic.

- **Activities and Tasks Overview:**

Students started to develop scripts, so they can perform them virtually during the upcoming month. They also started to learn basic acting elements and how to use them professionally.

- **Assessment Overview:**

Students have started their formative assessments where they are working in small groups and individually on writing dialogues and online performing.

ENGLISH LANGUAGE AND LITERATURE

Revolutionary People

- **Key Concept: Communication**
- **Related Concepts: Context, Structure and Theme**
- **Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)**
- **Statement of Inquiry: Social contexts may affect the personal and cultural expression and the structure of poems, which poets write to communicate certain themes.**

ATL Skills:

- **Communication Skills: Read critically and for comprehension, Write for different purposes, Negotiate ideas and knowledge with peers and teachers & Give and receive meaningful feedback.**
- **Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument & Consider ideas from multiple perspectives.**
- **Thinking Skills (Creative Thinking): Generating novel ideas and considering new perspectives.**
- **Social Skills (Collaboration): Working effectively with others & Practicing empathy.**

ENGLISH LANGUAGE AND LITERATURE

Revolutionary People

- Unit Overview:

In this unit, students learned how to analyze two different types of poetry and how to write a comparative essay

- Activities and Tasks Overview:

Students watched a video about Martin Luther King as an example of a revolutionary person. Then, they used their research skills to find other revolutionary people from different time periods and discuss the change they caused in the world. Students listened to a song by Voltaire and read a poem by Ian Porchot to answer questions that will help them become familiar with the structure and rhyme of poetry. They also conducted a brief research on the industrial revolution and read two poems from that period; The Idlers and The Vagabond. Students were able to analyze and discuss these poems in depth. They worked on finding a connection between the poems and the songs they listened to. Students were introduced to the differences between prose and poetry. They also discussed two types of poetry; Lyric and Descriptive. Moreover, students were introduced to the outline of a comparative essay. They were able to create well-structured comparative essays. Students presented their work and were provided with feedback.

ENGLISH LANGUAGE AND LITERATURE

Revolutionary People

- **Assessment Overview:**

Students were prepared for their formative and summative assessments at the end of the unit covering all criteria; Criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language).

FRENCH LANGUAGE ACQUISITION

What is around me?

- **Key Concept: Communication**
- **Related Concepts: Form, Function and Message**
- **Global Context and Exploration: Identities and Relationships (Identity Formation)**
- **Statement of Inquiry: People in a specific space manage to form different ways of communication in order to transmit functional messages throughout the time.**

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

What is around me?

- Unit Overview:

Learners during this unit will talk about where they live and the type of houses that they live in. They will discuss the places in town. Give directions and how to go around in the city.

- Activities and Tasks Overview (Phase 1) “Emergent level”

Learners started their unit by identifying the key concept, related concepts, global context and statement of inquiry then learners started discovering the places around them in the city in addition to the verbs of the first group in the present form and they practiced their reading skills by identifying phonetics rules, the worksheets are on their copybooks.

FRENCH LANGUAGE ACQUISITION

What is around me?

- Activities and Tasks Overview (Phase 2) “Emergent level”

Learners started this unit by discussing the overview for their unit “What is around me” They started talking about the types of houses that people can live in. They learned several places in town and what they can do at these places.

- Assessment Overview:

Learners will have a formative assessment during March to cover criterion A: listening, B: reading and D: writing.

INDIVIDUALS AND SOCIETIES

How can maps provide us with a sense of time, place and space?

- **Key Concept: Time, Place and Space**
- **Related Concepts: Resources, Perspective and Scale**
- **Global Context and Exploration: Orientation in Space and Time (Turning Points and Big History)**
- **Statement of Inquiry: Maps provide insights into time, place and space and show how the world has changed over time, but different perspectives can affect them.**

ATL Skills:

- **Communication Skills: Use appropriate forms of writing for different purposes and audiences**
- **Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument/ Draw reasonable conclusions and generalizations**
- **Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries**

INDIVIDUALS AND SOCIETIES

How can maps provide us with a sense of time, place and space?

- Unit Overview:

During this month, we have started a new unit on maps. Students will explore the elements of maps, their history and the different projections. At the end, students are expected to evaluate the reliability of maps.

- Activities and Tasks Overview:

Students were engaged in several activities that helped them learn the elements of maps. They used their knowledge to create maps of their own surroundings. After that, they watched an educational video on the history of maps which was accompanied by a guiding worksheet and lots of discussions. Then, they were introduced to the concept of Perspective since it is one of our related concepts. They linked their understanding of what the word means to their knowledge about maps. Finally, they learned about the different map projections and their uses and their most important features. Students were becoming more critical of the information presented to them by identifying if it shared facts or opinions.

INDIVIDUALS AND SOCIETIES

How can maps provide us with a sense of time, place and space?

- **Assessment Overview**

At the beginning of March, students will start their formative assessments process followed by the summative. The assessments will cover all criteria; ; A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

MATHEMATICS

Fractions and Percentages

- **Key Concept: Form**
- **Related Concepts: Equivalence, Quantity and Representation**
- **Global Context and Exploration: Identities and Relationships (Health and Well-being)**
- **Statement of Inquiry: Different forms of representing equal quantities can lead to making healthier decisions.**

ATL Skills:

- **Communication: Understand and use mathematical notation.**
- **Thinking Skills (Creative Thinking Skills): Apply existing knowledge to generate new ideas, products, or processes.**

MATHEMATICS

Fractions and Percentages

- **Unit Overview:**

During February, we started with an overall revision of basic ideas in fractions in order to start with Unit 5 (Fractions) from the book. The revision part was covered from different resources.

- **Activities and Tasks Overview:**

Students now are able to represent fractions, read and write fractions correctly. They learned how to convert between improper and mixed fractions, represent fractions in their simplest form and solve different problems that include the four operations with fractions (adding, subtracting, multiplying and dividing). They can now relate fractions to decimals and convert between them. They also started with relating fractions and decimal numbers to percentages. Some extra material was given using other resources.

- **Assessment Overview:**

Many regular formative assessments were done during classes including homework, questions and answers for criteria: A (Knowing and Understanding), C (Communicating) and D (Applying Mathematics in Real-life Contexts) to prepare them for other formal formative assessments in preparation for our summative assessments.

MUSIC

Instrument Performance (Recorder 1)

- **Key Concept: Aesthetics**
- **Related Concepts: Play, Expression, Narrative.**
- **Global Context and Exploration: Personal and Cultural Expression (Practice and Competence).**
- **Statement of Inquiry: People may practice playing musical instruments and reach competency to express their aesthetics or to narrate their stories.**

ATL Skills:

- **Self-management Skills (Affective):** Managing state of mind, mindfulness; Practice focus and concentration.
- **Self-management Skills (Organization):** Managing time and tasks effectively; Plan short- and long-term assignments; meet deadlines.

MUSIC

Instrument Performance (Recorder 1)

- Unit Overview:

In this unit, our students will learn the basics of the recorder instrument, how to produce sound from the recorder, the main musical notes, and the concept of playing in tempo.

- Activities and Tasks Overview:

In the first week of the second term, students got introduced to the instrument and learned briefly about its history. They watched videos about the instrument's parts, how to play the musical notes on it, the right finger positions, and how to produce a correct musical sound. They took tasks that revolved around practicing the quality of sound on the instrument, along with tasks about preparing and practicing how to play more notes on the instrument by themselves, and then discussed what had been prepared in class with the teacher.

MUSIC

Instrument Performance (Recorder 1)

- **Assessment Overview:**

As their formative, our students will be tested individually with the teacher after finishing each task given. The teacher will observe the student's participation during lessons. For their summative assessment, our learners will be assessed at the end of the unit by playing what had been learned during the term, producing the right musical sound, playing the musical notes in simple pieces and exercises composed by the teacher. They will be assessed according to the following criteria: Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively), Criterion D (Responding).

PHE

Setter (Volleyball skills)

- **Key Concept: Relationships**
- **Related Concepts: Balance and Refinement**
- **Global Context and Exploration: Identities and Relationships (Physical, Psychological and Social Development)**
- **Statement of Inquiry: Positive relationships may refine the emotional and social balance between players**

ATL Skills:

- **Self-Management Skills (Reflection Skills): consider personal learning strategies.**

PHE

Setter (Volleyball skills)

- Unit Overview:

This month we started our new unit on volleyball (setter). Students understand the unit overview, and what they should do.

- Activities and Tasks Overview:

We focused on the rules of the game and students learned the name of the positions between the players on court. Students watched a video on the rules of volleyball, and they started working on powerpoint slides talking about the rules of the game.

- Assessment Overview:

Students will have a formative assessment in Criterion A (Knowing and Understanding). Students will be asked to practice oral presentations to get feedback from their teacher and classmates on presentation skills and content presented according to the strands of Criterion A.

SCIENCE

Classifying the natural world

- **Key Concept: Systems**
- **Related Concepts: Interaction, Patterns and Development**
- **Global Context and Exploration: Orientation in Space and Time (Exploration)**
- **Statement of Inquiry: By understanding the interacting systems of specialized forms and functions of living things, we can make decisions and patterns and take actions for a healthier and more sustainable developed lifestyle.**

ATL Skills:

- **Thinking Skills (Critical Thinking Skills):** Revise understanding based on new information/ analysing and evaluating issues and ideas; Revise understanding based on new information and evidence.
- **Communication skills:** Reading, writing and using language to gather and communicate information; Read critically and for comprehension; Take effective notes in class; Express scientific ideas clearly.
- **Research skills:** Access information from a range of sources in an efficient and effective way; Use information selectively, accurately and creatively for the task at hand.

SCIENCE

Classifying the natural world

- Unit Overview:

In this unit, learners focus on the classification of living things. They will be able to gather scientific evidence to help them classify and sort living things into their appropriate groups based on a criteria. This will allow learners to understand the natural world and express their ideas easily and confidently without any confusion.

- Activities and Tasks Overview

In this chapter, students have formulated and communicated scientific questions and ideas based on our reading comprehension, research and investigations. They practiced our knowledge and understanding and explored how to sort and group items in different ways. Learners identified whether an item is living or non-living. They recognised and characterized living things. Students explored and applied a dichotomous key. They identified the six kingdoms and characteristics of each kingdom and explored the history of classification and how technology enabled advancement to be made. They explored the binomial naming system. Finally, learners identified the seven levels of classification and understood some characteristics seen at each level.

SCIENCE

Classifying the natural world

- **Assessment Overview**

Students will be assessed based on Criterion A (Knowing and Understanding) where they will apply their knowledge of classifying the natural world.