



NOVEMBER - DECEMBER 2021

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ARABIC LANGUAGE

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- المفهوم الرئيس : الاتجاه من حيث الزمان والمكان
- المفاهيم ذات الصلة : السياق - وجهة النظر
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- جملة البحث والاستقصاء : القراء الناقدون يفهمون أن السياق التاريخي ووجهات نظر الكتاب تؤثر في تفسيرات القراء للنصوص الأدبية ومفهوم الحقيقة.
- مهارات أساليب التعلم : مهارات التفكير : تحليل وتقييم القضايا والأفكار، وتشكيل القرارات

ARABIC LANGUAGE

من صميم الحياة والواقع

• نظرة عامة على الوحدة:

يقوم الطلبة في وحدة فنّ الرواية بقراءة وتحليل المجموعة القصصية روت لي الأيام للكاتبة اللبنانية إملّي نصر الله، كما أنّهم يقومون بتوظيف مهاراتهم التفكيرية المتنوعة ! وذلك من خلال تحليل وتقييم القضايا والأفكار، وتشكيل القرارات.

• نظرة عامة على الأنشطة والمهام:

- قام المتعلّمون بقراءة وتحليل قصّة حسّون الغربة.
- قام المتعلّمون بالتعرّف إلى عناصر القصّة.
- قام المتعلّمون بقراءة وتحليل قصّة الجبار.
- قام المتعلّمون بقراءة وتحليل قصّة طبيب مغربيّ.
- قام المتعلّمون بقراءة وتحليل قصّة المغترب الرائد.
- قام المتعلّمون بقراءة وتحليل قصّة يدّ القانون.
- قام المتعلّمون بقراءة وتحليل قصّة بكاء في غابة شمالية.
- تعرّف المتعلّمون إلى بعض الأساليب الإنشائية: (النداء، الصور الفنيّة، الاستفهام، الأمر...)، ثمّ قاموا باستخراجها من المجموعة القصصية روت لي الأيام.
- قام المتعلّمون باستخراج الصور الفنيّة وتحليلها.
- وظّف المتعلّمون مهاراتهم التفكيرية وذلك من خلال تحديد الشخصيات الأساسية والفرعية في القصّة.
- حدّد المتعلّمون الصراع الداخلي والخارجي في قصّة بكاء في غابة شمالية.
- حدّد المتعلّمون القضية الرئيسة في قصّة الجبار، كما أنّهم حدّدوا التفاصيل الدّاعمة.
- وظّف المتعلّمون مهاراتهم التواصلية وذلك من خلال الاستماع إلى قصّة (فطنة القاضي)، وتلخيص أحداث القصّة بلغتهم الخاصّة.
- حلّل المتعلّمون قصّة المغترب الرائد إلى عناصرها.

ARABIC LANGUAGE

من صميم الحياة والواقع

- نظرة عامة على التقييم - التقييمات التكوينية والختامية:
- قام المتعلمون بتنفيذ تقييم بنائي وذلك من خلال كتابة فقرة تتحدث عن الغربة كما ذكرت الكاتبة في قصة حسون الغربة.
- قام المتعلمون بتنفيذ تقييم بنائي وذلك من خلال إعادة كتابة فقرة من قصة المغترب الرائد بلغتهم الخاصة.
- أنهى المتعلمون التقييم الختامي لفن الرواية.
- وقد تمّ تقييم أداء المتعلمون بناءً على المعايير الآتية:

المعيار أ (التحليل).

المعيار ج (إنتاج النص).

المعيار د (استخدام اللغة).

قام المتعلمون بتقييم قراءة أقرانهم تقييم أقران.

قام المتعلمون بتقييم قراءة أنفسهم تقييمًا ذاتيًا.

VISUAL ART

Nature and Expression

- **Key Concept: Change**
- **Related Concepts: Innovation, Expression**
- **Global Context and Exploration: Orientation in space and time (Natural and human landscapes and resources)**
- **Statement of Inquiry: Change in the way we see natural and human landscapes can express innovation.**

ATL Skills:

- **Thinking Skills (Creative Thinking Skills):** 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
- **Research Skills (Information literacy Skills):** Make connections between various sources of information; Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- **Thinking Skills (Transfer Skills):** Combine knowledge, understanding and skills to create products or solutions.

VISUAL ART

Nature and Expression

- **Unit Overview:**

The unit focuses on how different time zones and seasons can change how we view natural or human landscapes when we want to create landscape drawings with an in-depth understanding of color theory. This unit also revolves around understanding atmospheric perspectives and how to draw an interesting landscape setting.

- **Activities and Tasks Overview:**

Throughout this unit, students experimented with two different mediums which were oil pastel and acrylic painting. Our learners were able to differentiate between the different color groups, and how to analyze the different color reads and mixes. In an attempt to understand landscapes as a genre of art and how to depict different landscapes using the mediums of choice, they learned about Van Gogh and Monet and discussed their styles and approaches.

VISUAL ART

Nature and Expression

- **Assessment Overview:**

In Unit 2, students had several formative studio activities developing criterion B (Developing Skills) by experimenting with acrylic paint and oil pastel. An understanding of brush techniques and blending as well as oil pastel layering was the focus of those formative assessments. Furthermore, building on the understanding and knowledge addressed in criterion A (Knowing and Understanding) and while working on Criterion C (Creative Thinking), the students were asked to prepare a primary resource of a landscape that they want. All in all the summative assessment process journal included all criteria from A (Knowing and Understanding), B (Developing Skills), C (Creative Thinking), D (Responding).





DESIGN

Learning Can Be Fun

- **Key Concept: Development**
- **Related Concepts: Form and Innovation**
- **Global Context and Exploration: Scientific and technical innovation (Methods)**
- **Statement of Inquiry: Innovations in methods causes development in forms**

ATL Skills:

- **Research Skills (Information-literacy Skills) : Process data and report results**
- **Thinking Skills (Critical Thinking Skills) : Gather and organize relevant information to formulate an argument**
- **Thinking Skills (Creative Thinking Skills) : Design improvements to existing machines, media and technologies**
- **Social Skills (Collaboration Skills) : Practise empathy; Help others to succeed**

DESIGN

Learning Can Be Fun

- Unit Overview:

In these two months, our learners worked on the second and final design unit to create a video game using the online platform “Scratch”. They were introduced to the concept of “learning disabilities” and created their individual educational games to help with a learning disability.

- Activities and Tasks Overview:

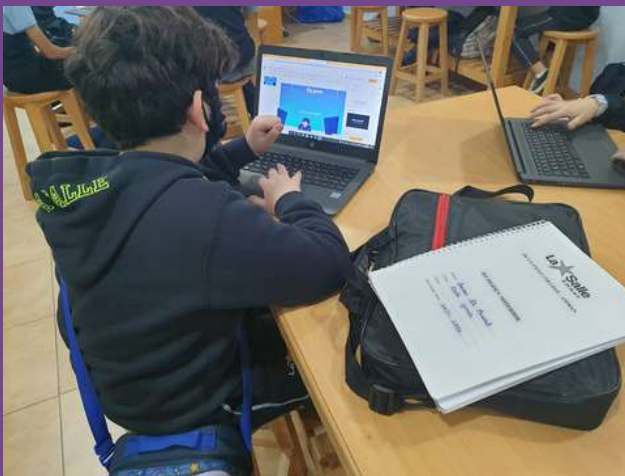
Tasks and activities for this month revolved around understanding and applying different concepts, all while employing the Design Cycle. The students started by learning the meaning of some terms we were using in this unit (innovation, learning disability, empathy, video game, etc.) and used those to create educational games. The students learned how to use the program Scratch (a web-based coding program), and used it to create their games. They had different activities to learn how to apply their knowledge in preparation for their summative assessment,

DESIGN

Learning Can Be Fun

- **Assessment Overview:**

Students were formatively assessed in their abilities to research the learning disability they selected to work with. They were also formatively assessed in creating a simple game using scratch, in addition to their understanding of terms and skills. All four criteria were covered in this unit; A (inquiring and analysing), B (developing skills), C (creating the solution), D (Evaluating) and were included in the summative assessment in which the students have to create their final game and present the research that led to that product.



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:

The unit focuses on characterization and basic acting techniques as well as how to use your elements as an actor, presenter and dramatic actions analyzer.

- Activities and Tasks Overview:

Upon analyzing characters and learning the acting element, students learned during lessons how to present and affect the audience's attention. They also worked in groups and individually on some movies to analyze the dramatic reasons behind actors actions

- Assessment Overview:

Formatively, the students started to practise acting techniques and analyze dramatic characters and actions in an intention to practice how to do so during the summative. The summative assessment was handed at the end of this month. It deals with acting elements and dramatic reasons for actors' performance . Students were 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

A Warning to Humanity

- **Key Concept: Creativity**
- **Related Concepts: Character and Self-expression**
- **Global Context and Exploration: Scientific and Technical Innovation (Adaptation)**
- **Statement of Inquiry: The creativity and self-expression of a character may control the way humans adapt the environment to their needs.**

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

A Warning to Humanity

- Unit Overview:

In November and December, students learned how to analyse the events of the play Frankenstein and how to write a diary entry.

- Activities and Tasks Overview:

Through interactive sessions, which included games and group work, students were able to analyze various aspects of the play and present their work to their classmates. They were able to focus on important events of the play as well as analyzing the characters and themes presented. Then, students learned what a diary entry is and what characteristics make it effective. They linked between this writing skill and the play by learning how to write a diary entry from the perspective of one of the characters in Frankenstein. This helped them consider multiple perspectives and defend irresponsible characters. Students also learned how to comment on and justify their ideas and opinions regarding certain events of the play and the creator's choice. They also compared and contrasted events and characters.

ENGLISH LANGUAGE AND LITERATURE

A Warning to Humanity

- **Assessment Overview:**

Students were formatively assessed at the end of the unit. They were assessed in Criteria A (Analysing), Criteria B (Organising), C (Producing Text) and D (Using Language). They analyzed aspects of the play by commenting on the events and the characters. They created well-structured diary entries from the perspective of one of the characters in the play and presented it.



FRENCH LANGUAGE ACQUISITION

Who Am I? What is my cultural identity?

- **Key Concept: Culture**
- **Related Concepts: Context / Audience / Purpose**
- **Global Context and Exploration: Identities and relationships (Identify information)**
- **Statement of Inquiry: The purpose of every nation's culture is to specify its identity as well as the accent of the spoken language.**

ATL Skills:

- **Communication Skills: Give and receive meaningful feedback; Use a variety of speaking techniques to communicate with a variety of audiences.**
- **Social Skills (Collaboration Skills): Manage and resolve conflicts, and work collaboratively in teams. Build consensus.**
- **Thinking Skills (Critical Thinking Skills): Gather and organize relevant information to formulate an argument.**
- **Thinking Skills (Creative Thinking Skills): Use brainstorming and visual diagrams to generate new ideas and inquiries**

FRENCH LANGUAGE ACQUISITION

Who Am I? What is my cultural identity?

- Unit Overview:

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

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

Learners Finished working on their unit "what is my cultural identity" By rapping up every task in the learning process:

1. how to present someone by conducting a research to find their information; name, age ,profession and nationality.
2. The masculine and the feminine form of adjectives.
3. Nationalities and countries.
4. prepositions with countries and cities
5. family.
6. physical description.

By going through different strategies such as role play, think, pair, share and by watching different videos that are related to the theme.

FRENCH LANGUAGE ACQUISITION

Who Am I? What is my cultural identity?

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

Learners finished working on their unit “What is my cultural identity” and did a quick revision on everything they took during the semester:

1. How to present yourself.
2. Describe a famous personality.
3. Verb être and avoir.
4. The prepositions that are used with cities and countries.
5. The family members and the family tree.
6. How to describe someone physically.

- Assessment Overview:

Phase 1&2: Learners went through a formative assessment in A (Listening), B (Reading) in preparation for their summative and to evaluate their understanding. At the end of the unit, learners were assessed in all criteria: A (Listening), B (Reading) , C (Speaking) and D (Writing).

INDIVIDUALS AND SOCIETIES

What can we learn from different civilizations?

- **Key Concept: Time, Place and Space**
- **Related Concepts: Innovation and Revolutions**
- **Global Context and Exploration: Scientific and Technical Innovation (Ingenuity and Progress)**
- **Statement of Inquiry: Civilizations have developed at different times and locations bringing about change and innovation that often influences how we view them today.**

ATL Skills:

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

INDIVIDUALS AND SOCIETIES

What can we learn from different civilizations?

- Unit Overview:

This unit celebrates the past and honors human ingenuity. It focuses on the rise and fall of ancient civilizations where we pay special attention to their achievements, innovations and knowledge.

- Activities and Tasks Overview:

Students began this unit with assessing their prior knowledge on certain historical sites. We discussed the value of these places and the reasons they became famous. After that, students compared and differentiated between 'Past' and 'History' and examined the historical timeline and the differences between BCE and CE. Then, after a brief activity showing students the different types of sources, students examined some primary sources from different time periods and places around the world. Students experienced firsthand the meaning of the word interpretation and how artifacts from the past are subject to different interpretations. Finally, students worked in small groups to research how early civilizations were established and what was needed for them to survive. At the end of this unit, students were introduced to one of the earliest civilizations, 'Mesopotamia'.

INDIVIDUALS AND SOCIETIES

What can we learn from different civilizations?

- Assessment Overview

Students have finalized their formative assessments where they are working in small groups researching ancient civilizations. They were evaluated according to all their criteria; A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically). They were also summatively assessed by researching the Moorish civilization in Spain. In their formative assessment, they were evaluated according to all their criteria; A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

MATHEMATICS

Algebraic Expressions and Equations

- **Key Concept: Logic**
- **Related Concepts: Generalization, Models and Patterns**
- **Global Context and Exploration: Scientific and Technical Innovation (Systems)**
- **Statement of Inquiry: A logical process may help to model and generalize patterns in the natural system.**

ATL Skills:

- **Self-management Skills (Reflection Skills): Consider content: What did I learn about today? What don't I understand yet? What questions do I have now?**
- **Thinking Skills (Creative Thinking Skills): Practice visible thinking strategies and techniques**

MATHEMATICS

Algebraic Expressions and Equations

- **Unit Overview:**

During November and beginning of December, we started with Unit 3 (Algebraic Expressions and Equations) from the book. There were also presentations containing extra material from different resources. In this unit, students were able to generalize many patterns and models using logical thinking.

- **Activities and Tasks Overview:**

Students practiced writing expressions using the correct mathematical notations and terminologies, representing patterns in different forms. Students are now able to find term-to-term and position-to-term rules and find any term according to its position. Students solved many problems about natural patterns, and they found the general rule for each. They also learned how to solve linear equations. During classes, they practised reflection skills as a way to check their understanding as well as many visible thinking strategies such as pair work which increase the students' cognitive and metacognitive thinking.

- **Assessment Overview:**

Many regular formative assessments were done during classes including homework, questions and answers for criteria: A (Knowing and Understanding), B (Investigating Patterns), 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

Music Theory

- **Key Concept: Communication**
- **Related Concepts: Composition, Interpretation**
- **Global Context and Exploration: Scientific and Technical Innovation (Models).**
- **Statement of Inquiry: Music Theory is considered a way of communication through exploring different compositions and interpretations that would indicate the different models in music.**

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

Music Theory

- Unit Overview:

The second unit of this term is theory-based; it talks about the concept of music theory and how to compose and write music in the right way.

- Activities and Tasks Overview:

In the beginning, students were introduced to the second unit and the concept of music theory. They got introduced to the musical staff and how to measure and write musical notes on it along with the treble clef and bass clef. Also, they learned about the different types of key and time signatures; they have been given exercises on how to differentiate between these types and how to fill the bars (measures) according to the time signature given, along with exercises about how to write and measure notes on the musical staff. Moreover, they learned about the types and values of the musical notes and their names, they took more exercises about the musical notes values and how to differentiate between them.

MUSIC

Music Theory

- **Assessment Overview:**

Before presenting the summative, students were able to relate to the strands involved by conducting different formative exercises that guided them towards the summative. Such exercises revolved around understanding how to read and write musical notes on the musical staff, and in other exercises, they applied what they had learned about the values of the musical notes in exercises about filling or completing bars in selected time signatures. For the summative of this unit, students answered theory-based questions. They were assessed according to the following criteria: Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively), and Criterion D (Responding).

PHE

Stay Fit

- **Key Concept: Stay Fit**
- **Related Concepts: Choice and Refinement**
- **Global Context and Exploration: Scientific and Technical Innovation (Opportunity)**
- **Statement of Inquiry: Choosing effective exercises might give us the opportunity to refine and develop our fitness.**

ATL Skills:

- **Thinking Skills (Critical Thinking): Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding.**
- **Self-Management Skills (Reflection Skills): consider personal learning strategies.**

PHE

Stay Fit

- **Unit Overview:**

The unit focuses on fitness and healthy lifestyle. Students learned what food components are and how to make their daily meals containing the food components.

- **Activities and Tasks Overview:**

Students watched a video on fitness exercises; they practiced the fitness drills focusing on push ups, setups and planks. They presented their work about the fitness programme. Students created a powerpoint presentation talking about a healthy lifestyle.

- **Assessment Overview:**

Students had a formative assessment in Criterion A (Knowing and Understanding) as well as Criterion C (Applying for Performance). Students had summative assessments in Criteria A,C. They created a powerpoint presentation talking about the food components and healthy lifestyle. They also applied the fitness drills (pushups, set ups and planks in the green field).

SCIENCE

Everyday Acids and Bases

- **Key Concept: Systems**
- **Related Concepts: Consequences and Evidence**
- **Global Context and Exploration: Globalization and Sustainability (Human impacts on the environment)**
- **Statement of Inquiry: There is evidence that changes to pH in the environment caused by human activities have serious consequences.**

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

Everyday Acids and Bases

- Unit Overview:

In this unit, learners were exposed to the different types of acids and bases in their lives. They learnt that acids are found in a variety of places such as our bodies, food, medicines, gardens, and cleaning liquids. They became aware that these acids also play a leading role in causing pollution.

- Activities and Tasks Overview

In this chapter, students have formulated and communicated scientific questions and ideas based on their reading comprehension, research and investigations. They practiced their knowledge and understanding of acids and bases and their properties. Learners have explored different types of indicators used to measure acidity, and explored different applications of using neutralization reactions in their lives, such as in the cosmetic industry. For example, measuring the pH of shampoos and conditioners is very important. They studied about the consequences of the pH on the environment and on our body. Learners investigated the effects of pH of dissolved bath bombs on our skin's pH. They learnt the science behind making bath bombs and their benefits.

SCIENCE

Everyday Acids and Bases

- **Assessment Overview**

Students completed their summative assessments in Criterion B (Inquiring and Design) and Criterion C (Processing and Evaluating) where they investigated the pH of different substances through virtual experiments and interpreted their information and discussed them using proper scientific language. Students will have a summative assessment in Criterion A (Knowing and Understanding) where they will apply their knowledge of the acids and bases.