



OCTOBER 2021

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ARABIC LANGUAGE

صحتنا في غذائنا

- المفهوم الرئيس : الهوية
- المفاهيم ذات الصلة : الشخصية - التعبير عن الذات
- السياقات العالمية والاستكشافات : الهويّات والعلاقات (احترام الذات)
- جملة البحث والاستقصاء: اللغة وسيلة للتعبير عن الذات والصفات الشخصية وبناء العلاقات مع الآخرين.
- مهارات أساليب التعلّم : المهارة التّواصلية (إعادة الصياغة بدقة و إيجاز)

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على الوحدة:

حلّ الطلبة مقالات متنوّعة: مقالة عمّان في الأربعينيات،
مقالة غور الأردن، مقالة عالم النحل.

• نظرة عامة على الأنشطة والمهام:

قام المتعلّمون بقراءة وتحليل مقالة عمّان في الأربعينيات.

قام المتعلّمون بالتعرّف إلى خطوات كتابة فقرة مترابطة الأفكار .

تعرف المتعلّمون على استراتيجية هامبرجر لكتابة فقرة عن أهميّة الرياضة.

وظّف المتعلّمون المهارة التّواصلية (الكتابة) في كتابة فقرة مترابطة الأفكار
عن أهميّة الرياضة باستخدام نموذج هامبرجر وكانت هذه هي المسودة الأولى.

قام المتعلّمون بكتابة المسودّة الثّانية بعد حصولهم على التّغذية الرّاجعة من
معلمتهم.

قام المتعلّمون بقراءة وتحليل مقالة غور الأردن.

قام المتعلّمون باستخدام استراتيجية التّوقّع من خلال عرض صورة متعلّقة
بنصّ القراءة حيث إنهم توقّعوا الموضوع الذي يدور حوله النصّ .

استمع المتعلّمون إلى نصوص استماع متنوّعة، وقاموا بالإجابة عن الأسئلة
المرتبطة بكلّ نصّ.

قام المتعلّمون بكتابة مقالة تتحدّث عن " وطني الأردن " .

قام المتعلّمون بقراءة وتحليل مقالة عالم النحل.

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

قام المتعلّمون بتنفيذ تقييم بنائي بمعاني المفردات والتراكيب لنص " عمّان في الأربعينيات " .

أنهى المتعلّمون التقييم الختامي لفن المقالة من خلال كتابة مقالة تتكوّن من مقدمة وعرض وخاتمة.

وقد تمّ تقييم أداء المتعلّمون بناءً على المعايير الآتية:

المعيار ب (التنظيم).

المعيار ج (إنتاج النص).

المعيار د (استخدام اللغة).

قام المتعلّمون بتقييم قراءة أقرانهم تقييم أقران.

قام المتعلّمون بتقييم قراءة أنفسهم تقييمًا ذاتيًا.

• الخدمة والعمل:

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

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.

- Activities and Tasks Overview:

Upon finishing the first unit about abstract art creating conceptual abstract artworks inspired by different start points and creative thinking strategies, The students started a new unit about natural and human landscapes. The unit tackles landscapes as a genre of art that evolved and changed throughout art history. We discussed the differences between human and natural landscapes and upon that we started to focus on color theory as part of criterion A and B. We initiated the unit by doing interesting colorful mixes while implementing oil pastel skills. More activities will take place revolving around atmospheric perspectives and how to draw an interesting landscape setting.

VISUAL ART

Nature and Expression

- **Assessment Overview:**

Upon completion of the first unit, the students managed to cover all four criteria, showing a final piece, a clear intention using mind-maps as well as a reflection. This was presented Mid October and upon that we started the new unit.

In Unit 2, the students are experiencing several formative studio activities, while discussing criterion A, and learning more about the differences between human and natural landscapes. As part of criteria A and B, students also implemented a demonstration of color theory and how to use oil pastel as a skill.



DESIGN

Design to Express

- **Key Concept: Communication**
- **Related Concepts: Form and Resources**
- **Global Context and Exploration: Personal and Cultural Expression (Metacognition and Abstract Thinking)**
- **Statement of Inquiry: Visual communication of collected resources leads to the creation of forms.**

ATL Skills:

- **Research Skills (Information-literacy Skills):** Collect and analyse data to identify solutions and make informed decisions.
- **Thinking Skills (Creative Thinking Skills):** Use brainstorming and visual diagrams to generate new ideas and inquiries.
- **Communication Skills:** Use a variety of media to communicate with a range of audiences.

DESIGN

Design to Express

- Unit Overview:

In this month, we finalized working on our first unit (character design), and practised more on using different tools to express our designs.

- Activities and Tasks Overview:

We finalized our first unit and successfully created characters for a culinary arts course in the summative task. The students learned how to design, draw and present characters. Other activities included learning how to do sketch options in the design journal for different ideas so as to improve our sketching skills. We also focused on learning how to analyze drawings and use that analysis in our work. For the summative assessment, students were also assessed in the skills of creating the character using colored cardboards and other media and presented their characters on paper plates.

DESIGN

Design to Express

- **Assessment Overview:**

The students were assessed in their abilities to analyze, research the meaning of culinary arts and the characteristics of the cuisine that they chose and use that to design their own character. 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.





DRAMA

(Once upon a time) The Art of Writing a Story

- **Key Concept: Identity**
- **Related Concepts: Narrative and Inspiration**
- **Global Context and Exploration: Identities and Relationships (Identity Formation)**
- **Statement of Inquiry: We can get inspired to implement our identity in a story that we are going to perform.**

ATL Skills:

- **Communication Skills: Take effective notes in class / Make effective summary notes for studying / Use a variety of organizers for academic writing tasks.**
- **Research Skills (Media literacy): Communicate information and ideas effectively to multiple audiences using a variety of media and formats.**

DRAMA

(Once upon a time) The Art of Writing a Story

- Unit Overview:

The unit focuses on story writing and telling; using research and types of writing a story (imaginary or biography).

- Activities and Tasks Overview:

Upon writing a short fiction or biographical story inspired by a presented picture, students began to finalize their stories focusing on (the details of a dramatic story). students presented their stories during lessons as they played the role of storytellers.

- Assessment Overview:

Formatively the students started drafting short stories in order to learn their main formats, elements, and structures in an intention to practice how to do so during the summative. The summative assessment will be given at the end October. It will be about writing a short story using the story elements. 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

Do Advertisements Run the World?

- **Key Concept: Communication**
- **Related Concepts: Audience Imperatives, Style and Purpose**
- **Global Context and Exploration: Globalization and Sustainability (Commodities and Commercialization)**
- **Statement of Inquiry: Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.**

ATL Skills:

- **Communication Skills: Read critically and for comprehension & Give and receive meaningful feedback.**
- **Thinking Skills (Creative Thinking): Generating novel ideas and considering new perspectives.**
- **Research Skills (Information-literacy): Finding, interpreting, judging and creating information.**

ENGLISH LANGUAGE AND LITERATURE

Do Advertisements Run the World?

- Unit Overview:

In October, we wrapped up the first unit 'Do Advertisements Run the World?'

- Activities and Tasks Overview:

Learners were able to analyze several advertisements. They learned to analyze adverts by highlighting various aspects and techniques. After that, students learned how to consider multiple perspectives by writing a discursive essay through interactive sessions. The focus was on following a certain structure, justifying different viewpoints and using techniques to engage the reader.

ENGLISH LANGUAGE AND LITERATURE

Do Advertisements Run the World?

- **Assessment Overview:**

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

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 worked on the uses of verb to be with "adjectives, class and nationalities" then learners identified the nationalities in their feminine and masculine form in addition to the prepositions that we use with the countries. Learners also started with "how to present yourself" by going through different activities and strategies to achieve the objective of the lesson. At the end of the month, learners reflected on their emotions in regard to peace by drawing or writing a quote because it is the Lasallien Month of Peace.

- Activities and Tasks Overview (Phase 2) "Emergent level"

Learners enjoyed exploring the prepositions that we use with countries, the different nationalities (masculin, feminine and plural) through many activities, videos and games. Students presented themselves in an oral and written way in front of their classmates. After that learners worked on an activity about peace by reflecting their emotions with a drawing or a quote.

FRENCH LANGUAGE ACQUISITION

Who Am I? What is my cultural identity?

- **Assessment Overview:**

Learners went through a formative assessment on the 14th of October. At the end of the unit, students will be summatively assessed in all their criteria; A (Listening), B (Reading), C (Speaking) and D (Writing).

INDIVIDUALS AND SOCIETIES

What does it mean to be a global citizen?

- **Key Concept: Global Interactions**
- **Related Concepts: Power and Choice**
- **Global Context and Exploration: Globalization & Sustainability (Human impact on the environment)**
- **Statement of Inquiry: Global problems are a reality but individuals have the power and choice to make a positive difference.**

ATL Skills:

- **Research Skills (Information Literacy): Make connections between various sources of information; Access information to be informed and inform others.**
- **Communication Skills: Give and receive meaningful feedback; Use a variety of speaking techniques to communicate with a variety of audiences.**
- **Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument; Interpret data.**

INDIVIDUALS AND SOCIETIES

What does it mean to be a global citizen?

- Unit Overview:

Our first unit focused on what it means to be a global citizen who cares about world issues. This was done by exploring different case-studies concerning the environment. Students were encouraged to think of different ways individuals can have the power and choice to change the world.

- Activities and Tasks Overview:

Students worked on their formative assessment in which they were required to choose a research question pertaining to deforestation, create an action plan, research the topic, include references, and deliver a presentation. The assessment tackled all criteria: A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically). Students examined the notion of human rights. To show their understanding, they had to create a cartoon strip based on one of the rights they've been exposed to. The cartoon strip summarized, through a story with characters, an example of one of the rights being infringed.

INDIVIDUALS AND SOCIETIES

What does it mean to be a global citizen?

- **Assessment Overview**

Students were formatively assessed in all their criteria; A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

- **Service as Action**

Students are encouraged to think of issues facing their own communities and come up with creative and feasible solutions to these problems. Teachers will constantly provide help and guidance to ensure that students are able to achieve their service goals.

MATHEMATICS

Numbers and Number Systems (Civilizations and Human Interactions)

- **Key Concept: Form**
- **Related Concepts: Representation and Systems**
- **Global Context and Exploration: Orientation in Space and Time (Boundaries)**
- **Statement of Inquiry: Our understanding of human-made boundaries and systems can be developed through different representations and forms of communications.**

ATL Skills:

- **Communication Skills: Write for different purposes; Understand and use mathematical notation.**
- **Social Skills (Collaboration Skills): Listening actively to other perspectives and ideas.**

MATHEMATICS

Numbers and Number Systems (Civilizations and Human Interactions)

- Unit Overview:

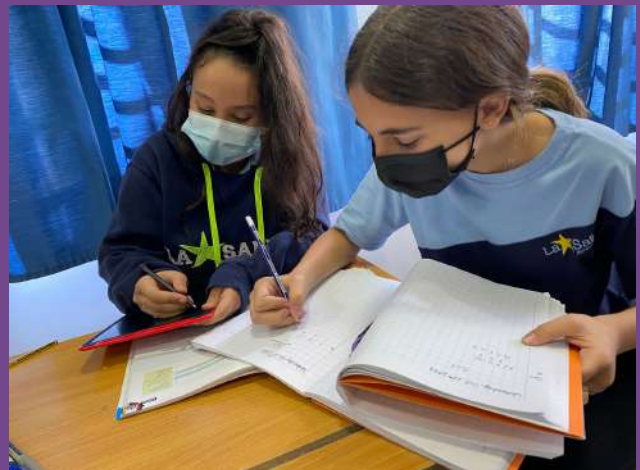
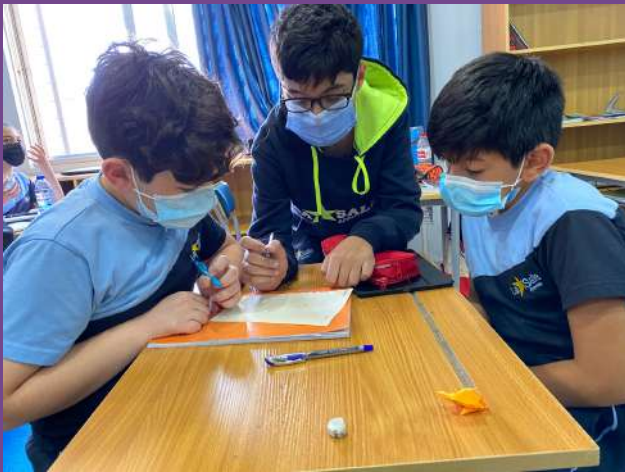
This unit focuses on number systems. As students go through the lessons, they will learn about numbers, their properties and how to perform operations with them.

- Activities and Tasks Overview:

Students learned how to solve mathematical problems with multiple operations and solved many questions in pairs, groups and individually. They have also learned how to find the factors of different numbers and practiced how to connect between finding factors and the divisibility rules of the multiples of 2, 3, 4, 5, 6, 8 and 9. We discussed previous knowledge of prime numbers to find the prime factors of the numbers and to represent numbers as a product of their prime factors.

- Assessment Overview:

We have practised Criterion B (Investigating Patterns) through classwork and formative assessments. Students also sat through a Summative Criterion B Assessment. We will be working on the remaining criteria during the upcoming period.





MUSIC

DIY Instruments

- **Key Concept: Change**
- **Related Concepts: Innovation and Structure**
- **Global Context and Exploration: Personal and Cultural Expression (Creation)**
- **Statement of Inquiry: Creation and innovation can change the world into a better place through proper structures.**

ATL Skills:

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

MUSIC

DIY Instruments

- Unit Overview:

This month, we finalized working on the first unit (DIY Instruments). The students creatively constructed the main instruments they chose at the beginning of the term successfully, along with other easier DIY instruments.

- Activities and Tasks Overview:

We successfully finalized our first unit and created DIY instruments. The students conducted many pieces of research about creating their own instruments. They have been given tasks on how to create smaller and easier instruments in groups, so that they can work on and improve their skills formatively. All that was done while implementing ATL skills that focus on creativity and communication. Eventually, they were able to create and play their main instrument and were asked to do presentations demonstrating their creative process, evaluating the obstacles they faced, and how they dealt with them.

MUSIC

DIY Instruments

- **Assessment Overview:**

The students were assessed according to Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding). They were asked to conduct a presentation that included an introduction to their DIY instruments, why they chose them, how they worked on them, what obstacles they faced, how they overcame them throughout their creative process. They evaluated the sounds their instruments produce and their quality. Also, they were asked to write a reflection about the whole experience.

PHE

Badminton

- **Key Concept: Communication**
- **Related Concepts: Movement and Balance**
- **Global Context and Exploration: Personal and Cultural Expression (Practice and Competency)**
- **Statement of Inquiry: Practice with competency and using effective communication and movement with the required balance will give us the win.**

ATL Skills:

- **Self-management Skills (Affective Skills): Practise strategies to develop mental focus.**

PHE

Badminton

- **Unit Overview:**

In this month, we have continued tackling our unit on badminton. We focused on creating a plan to improve the badminton serve, rules of the game and the fundamental skills of badminton (serve, forehand and backhand Shots)

- **Activities and Tasks Overview:**

Students outlined physical health education in factual, procedural and conceptual knowledge. They constructed and outlined a plan for improving the badminton serve. They described the effectiveness of the plan based on the outcome. They watched games for singles as well as videos on badminton skills.

- **Assessment Overview:**

Students had a formative assessment in Criterion A (Knowing and Understanding). As for Criteria B (Applying for Performance) as well as D (Reflection and Improving Performance). Students had summative assessments in Criterion A,B,C,D. They created a powerpoint presentation talking about the rules of badminton. They were also asked to create a plan to improve their serve, and they applied the badminton forehand serve in the practical part.

SCIENCE

Solids, liquids and Gases

- **Key Concept: Change**
- **Related Concepts: Models, scales and creativity**
- **Global Context and Exploration: Scientific and Technical Innovation**
- **Statement of Inquiry: The creative use of the moving particle theory allows us to predict the changes in the behaviour of solids, liquids and gases in different environments and to understand the commonality between them.**

ATL Skills:

- **Thinking Skills (Creative Thinking Skills): Make guesses, ask 'what if' questions and generate testable hypotheses; Create novel solutions to authentic problems**
- **Communication Skills: Make inferences and draw conclusions**

SCIENCE

Solids, liquids and Gases

- Unit Overview:

This unit focuses on the states of matter and how all matter is made up of incredibly small particles. Students were introduced to the “moving particle theory”. They learnt how to explain different situations according to the theory in order to better understand the behavior of solids, liquids and gases.

- Activities and Tasks Overview

In this chapter we have formulated and communicated scientific questions and ideas based on our reading comprehension, research and investigations. We invested our knowledge and understanding of the states of matter to explain daily phenomena. By using particle theory, we applied the skills we have learnt during the unit to understand unfamiliar situations, including expansion, changes in altitudes, weather and condensation problems.

SCIENCE

Solids, liquids and Gases

- Assessment Overview

Students had their formative and summative assessment in Criterion A (Knowing and understanding) where they applied their knowledge of the states of matter and the particle theory to explain familiar and unfamiliar situations.

Students had their formative assessment in Criterion B&C (all strands) as well. They investigated the evaporation rate of acetone under different conditions (Temperature, wind and surface area). Learners practised critical thinking skills in the lab. They understood the importance of carefully considering the experimental data (evidence) before making a conclusion. In addition, they carefully thought about the variables involved in the investigation and how to make it a fair test.