



FEBRUARY 2022

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ARABIC LANGUAGE

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- المفهوم الرئيس : التّواصل
- المفاهيم ذات الصلة : مكان أو زمان الأحداث / الشخصية
- السياقات العالميّة والاستكشافات : الاتّجاه من حيث المكان أو الزّمان، العدالة.
- جملة البحث والاستقصاء: النّص الأدبيّ قد يكشف عن التّواصل بين الأشخاص وعن العدالة والمعاناة الإنسانيّة بناءً على المكان والزّمان.
- مهارات أساليب التّعلّم : مهارة التّواصل: القراءة النافذة والقراءة بهدف الفهم

ARABIC LANGUAGE

تحدّي الصّعاب

• 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 كتاب القصة القصيرة، كما أنّهم سيقومون بتحليل قصص متنوّعة للحصول على فهم أعمق.

• نظرة عامة على الأنشطة والمهام:

- قام الطّلبة بقراءة وتحليل رواية حول العالم في ثمانين يومًا، و أجابوا عن أسئلة متنوّعة حول الرواية.
- قام الطّلبة بتلخيص أحداث رواية حول العالم في ثمانين يومًا.
- حلّل الطّلبة رواية حول العالم في ثمانين يومًا.
- تمّ مراجعة التراكيب و الأساليب اللغويّة الآتية:
- أنواع الأفعال من حيث الزمن.
- حروف النّصب.
- كلمات فيها حروف تنطق ولا تكتب.
- همزة القطع وهمزة الوصل.

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

ARABIC LANGUAGE

تحدّي الصّعاب

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

يتعرّض الطلبة إلى تقييمات بنائية مستمرة لقياس مدى تطوّرهم؛ حيث إنهم تعرّضوا للتّقاويم الآتية: تقييم قراءة من خلال تسجيل قراءتهم. تقييم كتابي: تلخيص قصّة الحاكورة وقاموا بتقييم أدائهم تقييماً ذاتياً.

VISUAL ART

Art In Action

- Key Concept: Form
- Related Concepts: Innovation and Presentation
- Global Context and Exploration: Globalization and Sustainability (Human Impact on the environment)
- Statement of Inquiry: Presenting innovative forms can impact the environment.

ATL Skills:

- Communication:
 - Give and receive meaningful feedback.
 - Use a variety of speaking techniques to communicate with a variety of audiences.
 - Use appropriate forms of writing for different purposes and audiences.
 - Use a variety of media to communicate with a range of audiences.
- Thinking-Creative-thinking:
 - Use brainstorming and visual diagrams to generate new ideas and inquiries.
 - Make unexpected or unusual connections between objects and/or ideas.
- Self-Management-Reflective skills:
 - Focus on the process of creating by imitating the work of others.
 - Keep a journal to record reflections

VISUAL ART

Art In Action

- Unit Overview:

By discussing human impact on the environment, we started the new unit of the term. Investigation and different warm up activities were conducted in an intention to shed light on several important causes. We discussed how land art was a way to identify the beauty of the environment and how they can adapt similar techniques in their own way.

- Activities and Tasks Overview:

Students had the chance to investigate different environmental causes. They worked on research assignments as well as reading more about Andy Goldsworthy, a British sculptor, who was famous for his land art. Several mini-workshops were conducted as each student started to work on developing his/her own idea. Feedback and one to one guidance was the main teaching strategy approached as the students unraveled their way around their personal journal they were creating. The process also included mind mapping, mood board development, sketching and medium exprementations depending on the students preference. They were given the choice to create their process journal in several formats. The unit is student driven and was assigned as a service as action, promoting awareness of different environmental causes.

VISUAL ART

Art In Action

- **Assessment Overview:**

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). The students will present their findings and artistic creation in the form of a cohesive IPARD form (Investigation, Planning, Action, Reflection and Demonstration) as well as presenting their 3D sculpture, discussing reusing waste materials to raise awareness of different environmental causes.

- **Service as action:**

Students will raise awareness of the effects of globalization on the environment. The environmental cause that they wish to represent into their 3D artwork will utilize skills and knowledge acquired from land art. They are keeping a process journal of all their investigations and artistic processes to use for their IPARD form as well as finally presenting their work in various forms. We aim to achieve the following learning outcomes: consider the ethical implications of their actions / undertake challenges that develop new skills.





DESIGN

Let's Have a Seat

- Key Concept: Development
- Related Concepts: Ergonomics and Form
- Global Context and Exploration: Personal and Cultural Expression (Products)
- Statement of Inquiry: Ergonomics serves the development of forms to create products

ATL Skills:

- Communication (Communication): Interpret and use effectively modes of non-verbal communication
- Research Skills (Media literacy): Seek a range of perspectives from multiple and varied sources
- Thinking Skills (Critical Thinking): Use models and simulations to explore complex systems and issues

DESIGN

Let's Have a Seat

- Unit Overview:

In the first unit of the second term, the students will be working on Product Design (Furniture Design). The students will use the different concepts to learn skills such as technical drawing and model making. This month, we mainly focused on drawing and terminology.

- Activities and Tasks Overview:

At the beginning of this month we focused on understanding the science of Ergonomics through learning how existing products can be designed for human use. The students were introduced to Orthographic Projections and started learning how to draw the different views of objects, to develop their technical skills and 3D visualization abilities. Students were then engaged in a task to measure their own chairs and do a quick research to know the standard measurements. As they started developing their ideas each student chose a famous painting that he/she wants to be inspired by and created a mood board to communicate the influence they got.

DESIGN

Let's Have a Seat

- **Assessment Overview:**

Formative assessments included practicing evaluation of products from different perspectives leading up to ergonomics. Formative assessments also included practicing drawing the main orthographic projections. In this unit the following objectives will be covered: Objective A (Inquiring and Analyzing), objective B (Developing ideas), objective C (Creating the Solution), objective D (Evaluating).



DRAMA

Masks

- Key Concept: Identity
- Related Concepts: Innovation and Expression
- Global Context and Exploration: Fairness and Development (Imagining a Hopeful Future)
- Statement of Inquiry: Innovating secondary production elements can help characters express their identity and imagine a hopeful future.

ATL Skills:

- Self-management (Affective skills): Managing state of mind, Emotional management, Practise strategies to reduce stress and anxiety, Self-motivation, Practise managing self-talk.
- Research (Media literacy skills): Interacting with media to use and create ideas and information, Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

DRAMA

Masks

- Unit Overview:

Our first Drama unit of the second term talks about masks and the theatrical secondary production elements, inventing masks and performing using these masks.

- Activities and Tasks Overview:

Students started to develop scripts so they can perform them virtually during the upcoming month. They will be using masks that they create after they learn how to make them and their types throughout history.

- Assessment Overview:

Students have started their formative assessments where they are working in small groups and individually on writing dialogues, identity games and research.

- Service as Action:

Students will explore how secondary production elements can teach them more about themselves and life.

ENGLISH LANGUAGE AND LITERATURE

The Power of Poetry

- Key Concept: Communication
- Related Concepts: Intertextuality and Structure
- Global Context and Exploration: Fairness and Development (Power and Privilege)
- Statement of Inquiry: Poets may communicate power and privilege differently in various texts and structures.

ATL Skills:

- Communication Skills: Read critically and for comprehension, Preview and skim texts to build understanding, Make effective summary notes for studying, Use appropriate forms of writing for different purposes and audiences, Negotiate ideas and knowledge with peers and teachers & Share ideas with multiple audiences using a variety of digital environments and media.
- Social Skills (Collaboration): Working effectively with others, Practise empathy & Advocate for one's own rights and needs.
- Thinking Skills (Critical Thinking): Consider ideas from multiple perspectives.

ENGLISH LANGUAGE AND LITERATURE

The Power of Poetry

- Unit Overview:

In English Language and Literature, students are exposed to different literary genres. In this unit, students are introduced to the analysis of poems and making comparisons and contrasts between them through writing comparative essays.

- Activities and Tasks Overview:

Through interactive sessions, students were introduced to the meaning and purpose of poetry, comparing it to prose. They learned the conventions of poetry by comparing and contrasting different poems. They examined poet's using the themes of power and privilege in their literary works. Finally, students wrote a comparative essay, highlighting the similarities and differences between Timothy Winters and Percival Mandeville by focusing on structure, context, theme, literary devices and main characters.

ENGLISH LANGUAGE AND LITERATURE

The Power of Poetry

- Assessment Overview:

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

- Service as action:

Students were encouraged to think about their own strengths and powers, then consider ways to use them to help others. They were also urged to come up with ways to help boys and girls who suffer from abuse, maltreatment and neglect in their families.

FRENCH LANGUAGE ACQUISITION

My family

- Key Concept: Connections
- Related Concepts: Context and Empathy
- Global Context and Exploration: Identities and relationships (Happiness and the good life)
- Statement of Inquiry: Connections between people reflect their identities and help them to bond and feel empathy for each other in contextual circumstances.

ATL Skills:

- Information literacy skills: Finding, interpreting, judging and creating information. Access information to be informed and inform others.
- Communication Skills: Read critically and for comprehension. . Give and receive meaningful feedback. Write for different purposes. Make inferences and draw conclusions. Use a variety of media to communicate with a variety of audiences. Take effective notes in class.
- Critical thinking skills: Draw reasonable conclusions and generalizations. Interpret data. Gather and organize relevant information to formulate an argument.
- Creative Thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries

FRENCH LANGUAGE ACQUISITION

My family

- Unit Overview:

Learners during this unit will identify the definition of a family, how to describe themselves and describe others. Learners will talk about their life choices, they will imagine themselves staying with a French family.

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

Phase 1: Learners started their unit by identifying and analyzing the key concept, related concepts, the statement of inquiry and the global context. Learners then started talking about their family members and identifying the family tree in French. Learners also learned how to describe someone by identifying the verbs and the adjectives needed to describe a person.

FRENCH LANGUAGE ACQUISITION

My family

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

Phase 2: Learners started by going through the overview of their unit “My family” They started with talking about their family and family members. They then learned how to describe themselves, describe others and describe their favorite celebrity.

- Assessment Overview

Learners will be formatively assessed during March in Criterion A (listening), Criterion B (Reading) and Criterion D (Writing).

INDIVIDUALS AND SOCIETIES

What was life like in the Middle Ages?

- Key Concept: Time, Place and Space
- Related Concepts: Perspective and Identity
- Global Context and Exploration: Fairness and Development (Human capability and development)
- Statement of Inquiry: The identity and development of past societies can be explored through the perspectives of the people who lived there.

ATL Skills:

- Communication Skills: Writing for different purposes.
- Thinking Skills (Critical Thinking): Applying existing knowledge to generate new ideas, products or processes.

INDIVIDUALS AND SOCIETIES

What was life like in the Middle Ages?

- Unit Overview:

In this unit, students explore and examine the concept of time, place and space by learning about life in the Middle Ages.

- Activities and Tasks Overview:

Students have identified how different perspectives change through time. They worked in groups to explore the progress of civilizations in the East and West throughout the centuries. They discussed many notable figures focusing on their inventions and discoveries while relating their accomplishments to our life nowadays. Students were also able to delve into the concept of globalization through exploring the Silk Road and its positive consequences along with the negative repercussions. Furthermore, students examined social structures such as the Feudal System. Finally, students were able to practice evaluating various sources focusing on their Origin, Purpose, Value and Limitations. They were also provided with guides to assist them in their source evaluation skills as well as formulating research questions.

INDIVIDUALS AND SOCIETIES

What was life like in the Middle Ages?

- **Assessment Overview:**

Students have completed their formative assessment. They will receive feedback prior to working on their summative assessment. They will be assessed in Criteria A (Knowing and understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

MATHEMATICS

Algebraic Expressions and Equations

- Key Concept: Relationships
- Related Concepts: Simplification and patterns
- Global Context and Exploration: Scientific and technical innovation (Models)
- Statement of Inquiry: Relationships of simplified patterns can help in modeling different situations

ATL Skills:

- Communication skills (Make inferences and draw conclusions)
- Transfer skills (Apply skills and knowledge in unfamiliar situations)
- Creative thinking skills (Apply existing knowledge to generate new ideas, products or processes)

MATHEMATICS

Algebraic Expressions and Equations

- Unit Overview:

In February, we started with Unit 4 from the students' book (Algebraic Expressions and Equations), where students learn to model different situations as an algebraic expression and equations and solve them accordingly using the patterns and procedures they learned of writing, simplifying and solving equations.

- Activities and Tasks Overview:

Students started this unit by defining some basic terminologies according to algebra and classifying polynomials according to the number of terms and their degree. They then learned about simplifying expressions and practiced this using drilling questions and kinds of mathematical puzzles. They also learned about translating word problems into mathematical algebraic expressions and revised inverse operations to solve equations. Students have also used the flowchart techniques to summarize the procedures of simplifying and solving equations.

- Assessment Overview:

Besides the regular formative assessment strategies that we do in every class, students went into a formal formative assessment Criterion B (Investigating Patterns). They will also be prepared for other assessments in different criteria as criterion A (Knowing and Understanding) and criteria C (Communicating) and D (Applying mathematics in real life contexts).





MUSIC

Instrument Performance (Recorder 2)

- Key Concept: Aesthetics.
- Related Concepts: Play and Expression.
- Global Context and Exploration: Identities and Relationships (Motivation)
- Statement of Inquiry: Motivation may allow people to play musical instruments to express their aesthetics.

ATL Skills:

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

MUSIC

Instrument Performance (Recorder 2)

- Unit Overview:

In this unit, our students will learn the basics of the recorder instrument, how to play it at an intermediate level, how to produce more professional sound from the recorder, the main musical notes and scales and the concept of playing in tempo.

- Activities and Tasks Overview:

In the first week of the second term, students got introduced to the recorder and learned briefly about its history. They watched videos about the instrument's parts so that they remember their prior knowledge about the instrument, how to play the musical notes and scales on it, the right finger positions, and how to produce a correct and more professional 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 and scales on the instrument by themselves. They then discussed what had been prepared in class with the teacher.

MUSIC

Instrument Performance (Recorder 2)

- **Assessment Overview:**

For their formative assessment, students will be tested individually with the teacher after finishing each task given. The students will be observed for their participation in the lesson. For their summative assessment, our learners will be assessed by playing what they learned during the term; producing the right musical sound at an intermediate level, playing the musical notes, 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) and Criterion D (Responding).

PHE

Healthy Lifestyle and Body Systems / IDU (PHE and Science)

- Key Concept: Change
- Related Concepts: Refinement and Movement
- Global Context and Exploration: Fairness and Development (Human Capability and Development)
- Statement of Inquiry: We have the capability to change our lifestyle by refining our fitness level and developing our movement.

ATL Skills:

- Collaboration Skills: help others to succeed / give and receive feedback.
- Organization skills: plan strategies to achieve personal and academic goals / set goals that are challenging and realistic.
- Information literacy: collect and analyze data to identify solutions or make informed decisions.

PHE

Healthy Lifestyle and Body Systems / IDU (PHE and Science)

- Unit Overview:

In this unit we are integrating Science and Physical and Health Education as we will explore how our knowledge and understanding about the relationship of body systems and fitness drills would help in reducing the risk of different diseases such as CVD as well as in maintaining balanced and healthy body systems. Students understood what they should do in this unit as we went over the overview by explaining the key and related concepts, global context and the SOI.

- Activities and Tasks Overview:

Students went through the 6 fitness elements as we started with 4 elements (agility, flexibility, strength and speed). Students watched a video on agility and flexibility to see some exercises and practice them.

- Assessment Overview:

Formative and summative assessments are under process.

SCIENCE

Healthy Lifestyle and Body Systems / IDU (PHE and Science)

- Key Concept: Relationships
- Related Concepts: System and Change
- Global Context and Exploration: Identities and Relationships (Health and Wellbeing)
- Statement of Inquiry: Explore how our knowledge and understanding in the relationship of body systems and fitness drills would help in reducing the risk of different diseases such as CVD as well as in maintaining our body systems balanced and healthy.

ATL Skills:

- Research Skills (Information Literacy): Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Thinking Skills (Creative-thinking): Apply existing knowledge to generate new ideas, products or processes
- Thinking Skills (Transfer): Make connections between subject groups and disciplines
- Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences/ Interpret and use effectively modes of non-verbal communication
- Self Management Skills (Affictive): Resilience Practise dealing with change

SCIENCE

Healthy Lifestyle and Body Systems / IDU (PHE and Science)

- Unit Overview:

In this unit, we will think about how the decisions we make affect our lives. We are integrating Science and Physical and Health Education as we will explore how our knowledge and understanding about the relationship of body systems and fitness drills would help in reducing the risk of different diseases such as CVD as well as in maintaining balanced and healthy body systems. Students will practice their communicating skills as we will collaborate to express ourselves effectively.

- Activities and Tasks Overview

Students presented tasks and used scientific language. They also learned how to summarise information and generalised conclusions logically about the digestive system, students practised through games and Crosswords sheets to focus on the language skills. In our science we have learned about the circulatory system including the heart, blood and blood vessels. Students will explore more in the lab by the experience of dissecting an animal heart to conclude the relationship between form and function by depicting information using organisers and generalised conclusions.

SCIENCE

Healthy Lifestyle and Body Systems / IDU (PHE and Science)

- Assessment Overview

Students started to work on their IDU assessment in Criterion B (Synthesising) and C (reflecting), as students are supposed to design a website to spread awareness on 'How decisions we make affect our lives?' They also need to record their progress using checklists and add all the resources.

Students will be assessed in Criterion A (Evaluating) - Students need to analyse their disciplinary grounding about Science and PHE and evaluate interdisciplinary perspectives about the reason for the integration.

- Service as Action:

Students conducted a debate on the question 'Should governments provide health care to people who are not following healthy lifestyles?' Students provided creative ideas, pointed on the importance of being responsible citizens and how spreading awareness about lifestyle diseases will be effective.







