



NOVEMBER - DECEMBER 2021

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ARABIC LANGUAGE

الجهاد ثقافة شعب

- المفهوم الرئيس : الإبداع
- المفاهيم ذات الصلة : السياق / الأسلوب
- السياقات العالمية والاستكشافات : الإنصاف والتطوير / تخيل مستقبل واعد.
- جملة البحث والاستقصاء: يعكس أسلوب الكاتب وإبداعه معاناة الشعوب في ظل النزاعات في سياقات مختلفة سعياً نحو مستقبل أفضل.
- مهارات أساليب التعلم : التفكير الناقد, تحليل وتقييم القضايا والأفكار، وتشكيل القرارات.

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على الوحدة:

يقوم الطلبة في وحدة فنّ الرواية بقراءة وتحليل "عائد إلى حيفا" للكاتب الفلسطيني غسان كنفاني، كما أنهم يقومون بتوظيف مهاراتهم التفكيرية المتنوعة؛ وذلك من خلال تحليل وتقييم القضايا والأفكار، وتشكيل القرارات.

• نظرة عامة على الأنشطة والمهام:

- قام المتعلّمون بقراءة و تحليل رواية عائد إلى حيفا للكاتب الفلسطيني غسان كنفاني
- تعرّف المتعلّمون إلى بعض الأساليب الإنشائية: (السرد، الحوار، القطع الاسترجاعي)، ثم قاموا باستخراجها من الرواية.
- استخرج المتعلّمون الصور الفنيّة، كما أنهم قاموا بتلخيص الأحداث.
- وظّف المتعلّمون مهاراتهم التفكيرية وذلك من خلال تحديد الشخصيات الأساسية والفرعية في رواية عائد إلى حيفا.
- حلّ المتعلّمون رواية عائد إلى حيفا إلى عناصرها.
- حدّد المتعلّمون الصراع الداخلي والخارجي في رواية عائد إلى حيفا.
- حدّد المتعلّمون القضية الرئيسة في رواية عائد إلى حيفا، كما أنهم حدّدوا التفاصيل الدّاعة.
- وظّف المتعلّمون مهاراتهم التواصلية وذلك من خلال الاستماع إلى قصّة (التسامح) و تلخيص أحداث القصّة بلغتهم الخاصّة.

ARABIC LANGUAGE

صحتنا في غذائنا

- نظرة عامة على التقييم - التقييمات التكوينية والختامية:
- قام المتعلمون بتنفيذ تقييم بنائي وذلك من خلال كتابة فقرة تتحدث عن مشاعر الإنسان عند لقاء ابنه بعد عشرين عامًا.
- قام المتعلمون بتنفيذ تقييم بنائي وذلك من خلال كتابة رسالة موجّهة إلى سعيد تحوي مجموعة من التساؤلات.
- قام المتعلمون بتنفيذ تقييم بنائي وذلك من خلال كتابة كل متعلم فقرة يوجّه فيها كلمات إلى خلدون تقنعه بضرورة العودة إلى عائلته فهو عربي فلسطيني.
- أنهى المتعلمون التقييم الختامي لفن الرواية.

وقد تمّ تقييم أداء المتعلمين 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

Ways of seeing

- Key Concept: Aesthetics
- Related Concepts: Interpretation and Boundaries
- Global Context and Exploration: Personal and Cultural Expression (Beauty)
- Statement of Inquiry: Different Interpretations of aesthetical boundaries give beauty a different meaning

ATL Skills:

- Thinking Skills (Critical-thinking): Draw reasonable conclusions and generalizations./Test generalizations and conclusions/Revise understanding based on new information and evidence.
- Research Skills (Information literacy): Collect, record and verify data./Present information in a variety of formats and platforms
- Thinking Skills (Transfer): Combine knowledge, understanding and skills to create products or solutions.

VISUAL ART

Ways of seeing

- Unit Overview:

Throughout this unit the students were exposed to the different aesthetics that artists implement in their art and the different sources of inspiration that change the way they paint and create art. An understanding of the main steps on how to create a proper art analysis was the main focal point of this unit. The students were then engaged in different experimentations to be able to find their own sense of aesthetics and how to create original artwork.

- Activities and Tasks Overview:

Upon doing a proper art analysis, the students were able to develop a research on 3 main paintings. This presentation guided the students on how to think towards reading and understanding different artworks and famous paintings. Upon that a series of exploration of ideas and techniques using oil and watercolors were conducted in preparation for the summative of this unit.

VISUAL ART

Ways of seeing

- **Assessment Overview:**

Formatively, the students did many mini-workshops implementing criterion B (Developing Skills), using oil pastel and watercolors. The students then started preparing a formative idea as practice of criterion C (Thinking Creatively) on how to use a famous artwork as a source of inspiration that will be realised into a personal artistic and aesthetic sense to use in an original artwork. The Summative in Unit 1 was a creative realization to all criteria; A (Knowing and Understanding), B (Developing Skills), C (Thinking Creatively) and D (Responding) where the students developed an aesthetical opinion about different artworks and created their own original artwork.





DESIGN

There is no Planet B!

- **Key Concept: Communities**
- **Related Concepts: Resources & Sustainability**
- **Global Context and Exploration: Globalization and sustainability (Human impact on the environment)**
- **Statement of Inquiry: Communication of Human impact on the Environment protects Resources & Ensures Sustainability.**

ATL Skills:

- **Research skills (Information literacy): Collect and analyse data to identify solutions and make informed decisions**
- **Thinking (Critical thinking): Draw reasonable conclusions and generalizations, Evaluate evidence and arguments**
- **Thinking (Transfer skills): Combine knowledge, understanding and skills to create products or solutions**
- **Self Management/Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment)**

DESIGN

There is no Planet B!

- Unit Overview:

In our second design unit, students will combine the skills of using a digital tool (Adobe Photoshop) in addition to research and analysis skills to create a poster that conveys a required message. In this case, a poster for Earth Day campaign, to highlight an environmental issue we face in Jordan.

- Activities and Tasks Overview:

At the beginning of the unit, we explored the concepts in the form of research and brainstorming in order to understand the terms such as resources, human impact, and sustainability. After that, students learnt the basic Adobe Photoshop skills and tools needed to create a poster by practicing during classes on combining pictures, text and backgrounds. Students were asked to design a poster for Earth Day campaign to raise awareness about an environmental issue in Jordan. They sketched their ideas on paper and then started creating their poster digitally.

DESIGN

Your Voice to the World!

- **Assessment Overview:**

Formative assessments were mainly to perform research and analysis about the topic and to assess the skills on the program used. The summative assessment covered the following criteria: Criterion A (Inquiring and Analyzing), Criterion B (Developing Ideas), Criterion C (Creating the solution) and Criterion D (Evaluating).



DRAMA

Acting1 (Elements and Techniques)

- **Key Concept: Communities**
- **Related Concepts: Audience and Presentation**
- **Global Context and Exploration: Personal and cultural expression (Practice and competency)**
- **Statement of Inquiry: Competency in presenting your lines may lead to communicating a certain culture with the audience**

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

Acting1 (Elements and Techniques)

- Unit Overview:

The unit focuses on characterization and basic acting techniques also on 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 practiced acting techniques and analyzed dramatic characters and actions in an intention to practice how to do so during the summative. Students were summatively assessed on 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

Is the World Really a Stage?

- **Key Concept: Connections**
- **Related Concepts: Audience Imperatives, Context and Style**
- **Global Context and Exploration: Fairness and Development (Power and privilege)**
- **Statement of Inquiry: Playwrights use their unique style to express their ideas about the power and privilege of different people in certain contexts and impact audiences.**

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

Is the World Really a Stage?

- Unit Overview:

In November and December, students read and analysed the play *The Merchant of Venice*. Students also learned to write a Speech.

- Activities and Tasks Overview:

Through interactive sessions, students read and analysed Act 1 (Scenes 1, 2 & 3). For the remaining acts, the students worked in groups to create presentations for the class explaining the main events and characters of each scene from each act of the play *The Merchant of Venice*. They managed to identify the three main plots in the play, the bond, the caskets and the rings plots, and were able to differentiate between different types of dramatic speeches, monologues and soliloquies. They also learned how to consider multiple perspectives and to defend characters that seem evil, which prepares them to write a well-developed, effective speech at the end of the unit.

ENGLISH LANGUAGE AND LITERATURE

Is the World Really a Stage?

- **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 speeches.

FRENCH LANGUAGE ACQUISITION

Food and Drinks

- **Key Concept: Perspective**
- **Related Concepts: Word choice and Function.**
- **Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)**
- **Statement of Inquiry: Food and drinks have a cultural function which is helping the individuals to express their chosen personal philosophy and help them to appreciate different perspectives of their culture.**

ATL Skills:

- **Communication skills: Read critically and for comprehension. Give and receive appropriate feedback; Write for different purposes.**
- **Thinking Skills (Creative Thinking): Brainstorm and use visual diagrams to generate new ideas and research.**
- **Thinking Skills (Transfer skills): Apply skills and knowledge in new situations.**

FRENCH LANGUAGE ACQUISITION

Food and Drinks

- Unit Overview:

Our first unit focuses on the meaning of being open-minded. Learners will explore different types of food, drinks and meals around the world. They will be able to order food in a restaurant, discover menus and invent surprise sandwiches.

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

Learners finished working on their unit "Food and drinks" where they went through different topics to fulfill the units objectives; learners identified the types of food and drinks we can order at a coffee shop and were able to create a dialogue at the coffee shop. Learners were also able to understand how to buy an ice-cream by choosing the flavors and the scoops. In addition, they were able to identify the past tense with "l'auxiliaire avoir" along with regular and irregular verbs where learners were able to describe their routine in the past. The objectives were fulfilled by going through different strategies and activities, watching videos and reading texts related to the theme.

FRENCH LANGUAGE ACQUISITION

Food and Drinks

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

Learners finished working on their unit “Food and drinks” and did a quick revision on everything they took during the semester: 1. How to present yourself. 2. Food and drinks vocabulary. 3. How to write a dialogue at a restaurant. 4. The past tense with regular and irregular verbs. 5. How to talk about what you did in the past. 6. Several verbs in the present tense.

- Assessment Overview

Learners were prepared for the summative by going through a formative assessment in Criterion A (Listening) and B (Reading). At the end of the unit, they went through a summative assessment in all criteria; A (Listening), B (Reading), C (Speaking) and D (Writing).

INDIVIDUALS AND SOCIETIES

Why are natural environments important to individuals and societies?

- **Key Concept: Systems**
- **Related Concepts: Sustainability and Resources**
- **Global Context and Exploration: Identities and Relationships (Human impact on the environment)**
- **Statement of Inquiry: The relationship between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.**

ATL Skills:

- **Communication Skills: Writing for different purposes.**
- **Research Skills (Information Literacy): Making connections between various sources of information.**
- **Organization Skills (Self-management): Managing time and tasks effectively**
- **Thinking Skills (Critical Thinking): Applying existing knowledge to generate new ideas, products or processes.**

INDIVIDUALS AND SOCIETIES

Why are natural environments important to individuals and societies?

- **Unit Overview:**

In November and December, students explored different natural environments in the world and how they can be seen as a system.

- **Activities and Tasks Overview:**

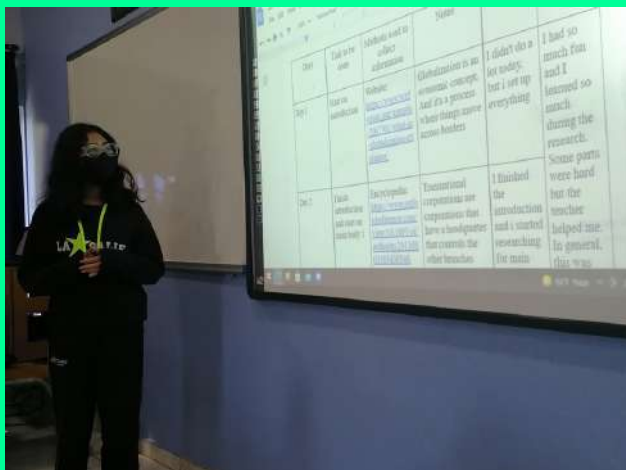
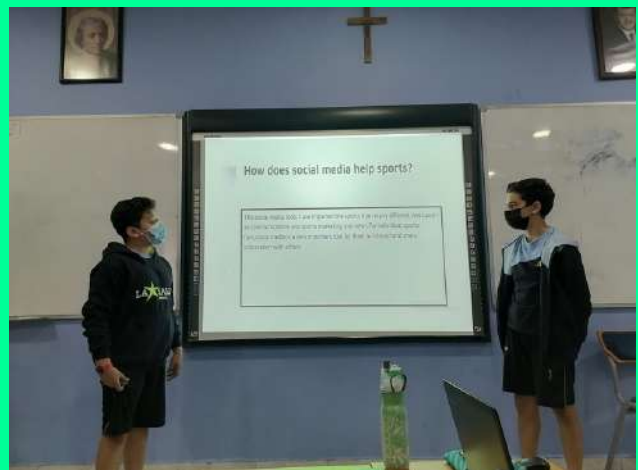
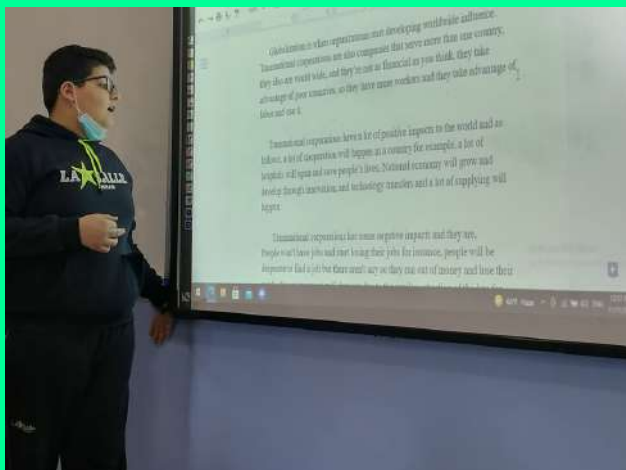
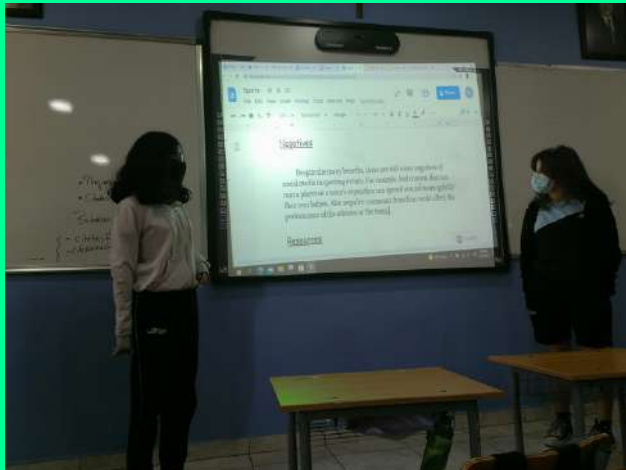
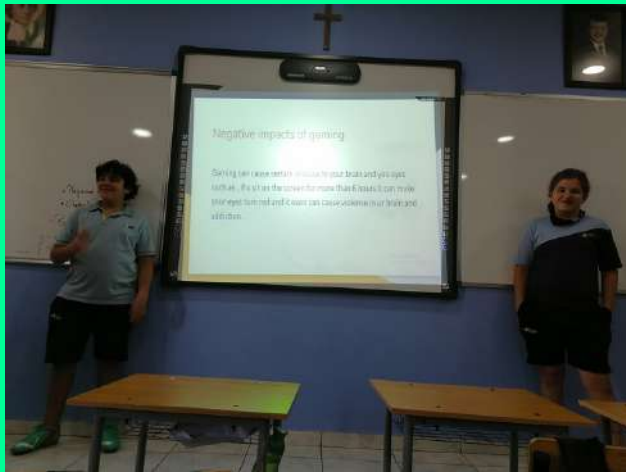
Students have applied their information literacy and research skills to learn more about biomes and elements affecting climate in different areas around the globe. Students have also examined many ecosystems and organisms along with food webs in various biomes. Through many activities, students were able to explore the human impact on the natural environment as well as the threats and opportunities presented. They were also able to suggest different ways of sustainably developing the natural environments. Finally, students were given several small sessions covering certain topics regarding I&S elements and criteria. Such topics included, Action Planning, Citing and Evaluating Sources. All guides can be found in Google Classroom and ManageBac.

INDIVIDUALS AND SOCIETIES

Why are natural environments important to individuals and societies?

- **Assessment Overview:**

Students successfully completed their formative and summative assessments. They were assessed in Criteria A (Knowing and understanding), B (Investigating), C (Communicating) and D (Thinking Critically).



MATHEMATICS

Ratio, Proportion and Rate

- Key Concept: Relationship
- Related Concepts: Equivalence, Quantity and Representation
- Global Context and Exploration: Globalization and sustainability (Commodities and Commercialization)
- Statement of Inquiry: Commodities and commercializations are related by different representations of equivalent quantities.

ATL Skills:

- Creative Thinking skills: Practice visible thinking strategies and techniques.
- Creative thinking: Apply existing knowledge to generate new ideas, products or processes.
- Collaboration: Give and receive meaningful feedback

MATHEMATICS

Ratio, Proportion and Rate

- Unit Overview:

During this unit, students learned about the relationships between different quantities and the representation of their equivalent form. They related fractions to percentages and ratios in some problems in contexts that are related to our global context Globalization and Sustainability.

- Activities and Tasks Overview:

In this unit, students started with some prior knowledge about fractions, decimals and percentages. They solved many word problems about percentage changes and percentage increase or decrease. Then students worked on simplifying ratios and dividing amounts into a given ratio. They compared ratios with rates that helped them work on some problems about measuring systems and converting into different currencies. Finally, they learned about the meaning of proportional reasoning.

- Assessment Overview:

Students practiced several formative tasks in class and at home. Students were formatively assessed in all criteria A (Knowing and Understanding), B (Investigating Patterns), C (Communicating) and D (Applying Mathematics in Real-life Contexts). They were summatively assessed in Criteria C (Communicating) and D (Applying Mathematics in Real-life Contexts)

MUSIC

Music Theory

- **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

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 of the second unit, students were introduced to the concept of music theory, the musical staff and how to measure and write musical notes on it along with the treble clef and bass clef. They also 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 on 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. In other exercises, they applied what they had learned about the values of the musical notes by filling or completing bars in selected time signatures. For their summative assessment, students answered theory-based questions. They were assessed on all criteria; A (Knowing and Understanding), B (Developing skills), C (Thinking Creatively), and D (Responding).

PHE

Ace It (Tennis)

- **Key Concept: Development**
- **Related Concepts: Interaction and Choice**
- **Global Context and Exploration: Globalization and Sustainability (Markets)**
- **Statement of Inquiry: Players must develop their game by interacting with each other and make good choices to elevate the badminton market.**

ATL Skills:

- **Thinking Skills (Critical thinking): Gather and organize relevant information to formulate arguments.**
- **Research Skills (Media literacy): Make informed choices about personal viewing experiences.**

PHE

Ace It (Tennis)

- Unit Overview:

This month we started our second unit about Tennis. Students learned general information on tennis (singles) .They got the chance to know information about famous players in the tennis world.

- Activities and Tasks Overview:

Students watched a video on a tennis game. They then started working on their powerpoint slides talking about the history and rules of the game and talked about famous players of this sport. They presented their work about Tennis.

- Assessment Overview:

Students were formatively assessed in Criterion A (Knowing and Understanding). Students then had a summative assessment in Criterion A (Knowing and Understanding) where they created a powerpoint presentation about Tennis talking about general information, history and rules of the game. They also covered slides talking about a famous player in the tennis world.

SCIENCE

Making sense of elements and compounds

- **Key Concept: Change**
- **Related Concepts: Patterns and Models**
- **Global Context and Exploration: Scientific and technical innovation (Industrialization and Engineering)**
- **Statement of Inquiry: By changing and innovating matter, we can identify patterns in properties that help us make models, which help us invent new kinds of material.**

ATL Skills:

- **Thinking skills (Creative Thinking): Practice visible thinking strategies and techniques./ apply existing knowledge to generate new ideas , products or processes**
- **Thinking skills (Critical Thinking): Gather and organize relevant information to formulate an argument**

SCIENCE

Making sense of elements and compounds

- Unit Overview:

This unit shows how scientists built knowledge through time and how they have built models of what they think atoms are like. The technical development allowed us to discover more elements and to discover more about patterns in the periodic table as well as the difference between Mendeleev's periodic table and the modern periodic table.

- Activities and Tasks Overview

In this chapter, we have classified materials as elements, compounds, and molecules. We have outlined different models for the atom and described how the patterns in different elements can be used to organize the elements in the periodic table. We have distinguished metals and nonmetals. We explored more about 'Isotope' using mass number, atomic number, number of neutrons, and electrons. We shared our ideas and worked in groups to help each other better understand how to find out the protons, electrons, and neutrons for different ions. We have researched some questions as we are inquirers and always want to learn more about elements and their uses in our daily lives.

Students also created a model of the modern periodic table using colorful cards to show patterns and relationships. Students were creative and formed different words out of the periodic table elements such as Be KIND, SnOW, C Ho Co La Te and much more.

SCIENCE

Making sense of elements and compounds

- Assessment Overview

Students successfully submitted Criterion D (Reflecting on the impact of science). We managed to go through Criterion A at the end of the unit.

