



OCTOBER 2021

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ARABIC LANGUAGE

نحو بيئة آمنة

- المفهوم الرئيس : الروابط
- المفاهيم ذات الصلة : السياق / النوع الأدبي.
- السياقات العالمية والاستكشافات : العولمة والاستدامة (تأثير الإنسان على البيئة)
- جملة البحث والاستقصاء: يسهم الأدب في إبراز الروابط بين الأنظمة والمجتمعات التي صنعها الإنسان وتأثيرها في البيئة.
- مهارات أساليب التعلم : التواصل: إعادة الصياغة بدقة وإيجاز.

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على الوحدة:

تحليل مقالات متنوّعة: مقالة الطيور ، مقالة نيلسون مانديلا ، نصّ الفروسيّة.

• نظرة عامة على الأنشطة والمهام:

- قام المتعلّمون بقراءة وتحليل مقالة الطيور .
- قام المتعلّمون بالتعرّف إلى خطوات كتابة فقرة مترابطة الأفكار .
- تعرّف المتعلّمون على استراتيجيّة هامبرجر لكتابة فقرة عن أهميّة الرياضة .
- وُظف 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 معلّمتهم.
- قام المتعلّمون بقراءة وتحليل مقالة نيلسون مانديلا.
- قام المتعلّمون باستخدام استراتيجيّة التّوقع من خلال عرض صورة متعلّقة بنصّ القراءة حيث إنهم توقعوا الموضوع الذي يدور حوله النصّ .
- استمع المتعلّمون إلى نصوص استماع متنوّعة، وقاموا بالإجابة عن الأسئلة المرتبطة بكلّ نصّ.
- قام المتعلّمون بكتابة مقالة تتحدّث عن " الهجرة " .
- قام المتعلّمون بقراءة وتحليل نصّ الفروسيّة.

ARABIC LANGUAGE

صحتنا في غذائنا

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

قام المتعلّمون بتنفيذ تقييم بنائي بمعاني المفردات والتراكيب لنص " الطيور ".
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

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:

As we Finished our first unit in the middle of October by presenting a process journal, a final piece and a reflection sheet, the students are now initiating with unit 2. They are investigating different ways of seeing in the form of an Art analysis as they learn how to read an artwork. They will be able to communicate a well rounded understanding of the aesthetic meaning and how they can see it with the different sources of inspiration in different artworks and eventually develop their own personal sense in their work.

- Activities and Tasks Overview:

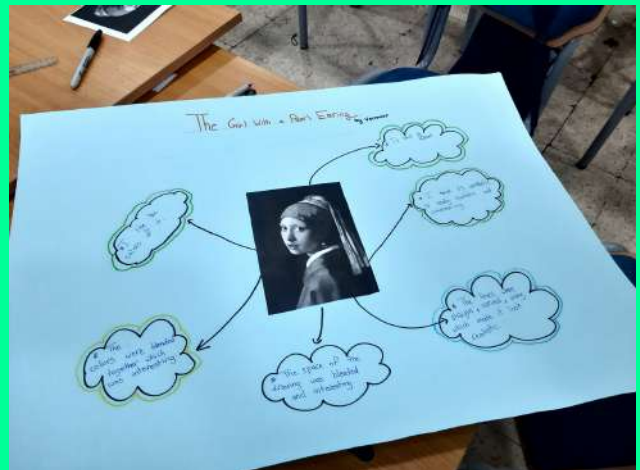
Midway through the month was designated for finalizing the first unit. Students took their time to create a final piece using collage as a technique and finalize the process journal for this unit. The students started the new unit by recording their own understanding of the word aesthetics and creating a poster that discusses one painting of their choice. Upon this inquiry, they will start to learn more about the proper ways of analyzing an artwork.

VISUAL ART

Ways of seeing

- **Assessment Overview:**

The Summative in Unit 1 was a creative realization to all 4 criteria. A well rounded understanding of turning points was presented by using collage as a technique with the combination of sketching skills. For the new unit “ways of seeing” the students are developing an aesthetical opinion about different artworks and presenting that by creating a poster. This is part of their journal’s formative activities that will guide their future summative.



Sketches

Sketching actually really helped in my formative and also my summative, it just seemed that the more you sketch, the more you realize that your drawing is actually really easy to do because you already drawn it multiple times.





DESIGN

Your Voice to the World!

- **Key Concept: Communities**
- **Related Concepts: Resources and Adaptation**
- **Global Context and Exploration: Orientation in Space and Time (Exchange and Interaction)**
- **Statement of Inquiry: The adaptation of resources to allow exchange and interaction serves communities.**

ATL Skills:

- **Self Management Skills (Organization): Use appropriate strategies for organizing complex information.**
- **Communication Skills: Use and interpret a range of discipline-specific terms and symbols.**

DESIGN

Your Voice to the World!

- Unit Overview:

We are approaching the end of this unit, and the students are practicing their accumulated skills and knowledge in preparation for their final project. The target of this unit is for the students to learn how to create layouts that would attract viewers attention to convey the required information.

- Activities and Tasks Overview:

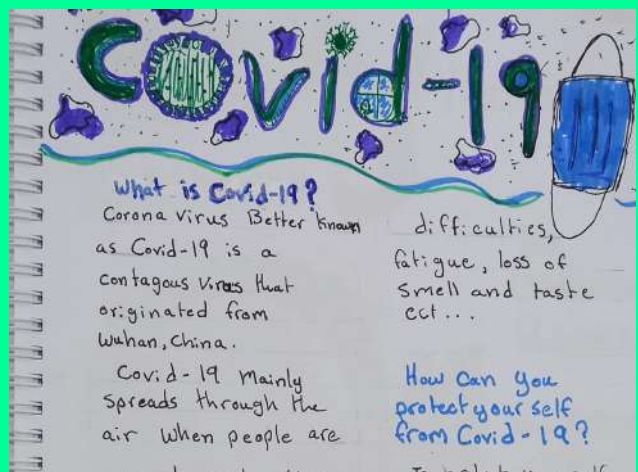
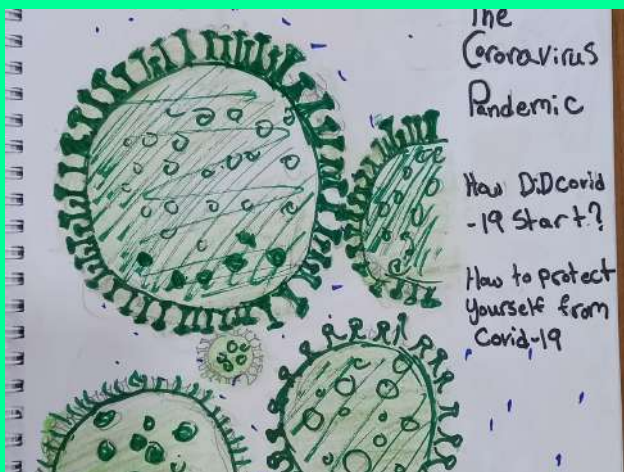
During this month, the students worked on different activities related to the skills. They participated in word games to learn how to organize information. The students also learned how to create visual hierarchies using simple shapes and employed their english skills in a design context, in addition to mathematics, and learned how to design article pages. Other tasks included practicing the skill of identifying trends and forecasting possibilities through the design of an article and cover page for an assigned subject, in addition to using collage techniques to develop their ideas. This unit is differentiated by product, and each student shall present their design based on a subject of their liking.

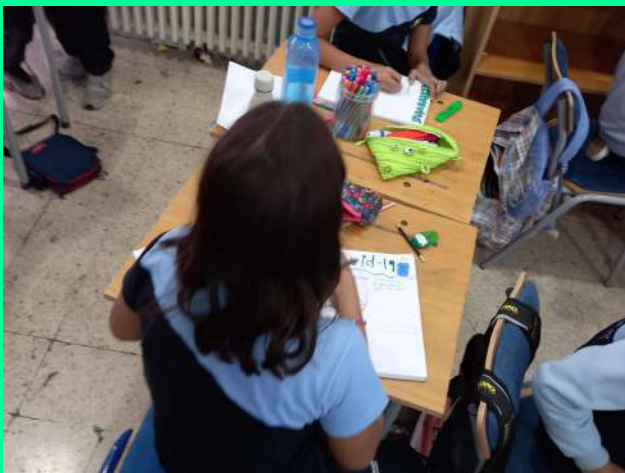
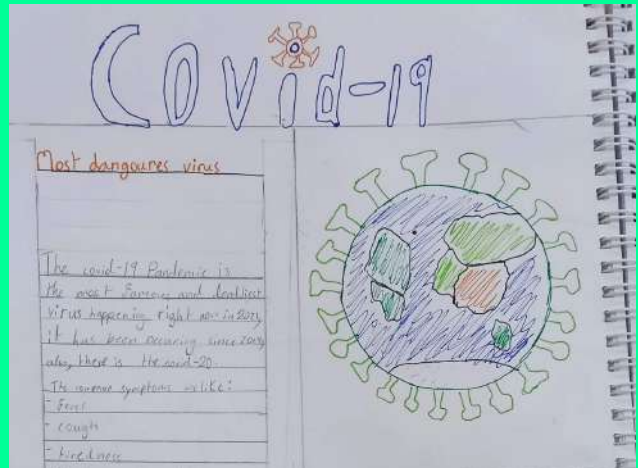
DESIGN

Your Voice to the World!

- **Assessment Overview:**

A formative assessment was performed to assess the skills of the students and their ability to fulfill the requirements of Criterion C (Creating the solution). The students shall start work on the summative of this unit, to design a magazine for the subject they selected. They will be assessed according to the following criteria, Criterion A (Inquiring and analyzing), Criterion B (Developing ideas), Criterion C (Creating the solution) and Criterion D (Evaluating).





DRAMA

Scenes on Paper (The Art of Turning a Story into a Script)

- **Key Concept: Change**
- **Related Concepts: Play and Structure**
- **Global Context and Exploration: Orientation in Space and Time (Evolution)**
- **Statement of Inquiry: Changing narratives into playscripts can help directors convey images of different places and times.**

ATL Skills:

- **Communication Skills: Write for different purposes / Structure information in summaries, essays and reports.**
- **Thinking Skills (Transfer): Utilizing skills and knowledge in multiple contexts / Combine knowledge, understanding and skills to create products or solutions.**

DRAMA

Scenes on Paper (The Art of Turning a Story into a Script)

- Unit Overview:

This unit focuses on the art of turning a story into a script and how the image can be changed from one scene to another unlike the story itself.

- Activities and Tasks Overview:

During October and upon analysing a story into detailed elements, the students were working on developing a proper script. They perfected their script while learning how to turn stories into a chain of scenes in a detailed way.

- Assessment Overview:

Formatives are given during lessons. Students are collaborating in pairs and groups in choosing scripts and researching the difference between theatrical script and cinematic script layout. A summative assessment will be given at the end of this month. It will include writing a scene based on a part of a short story and making a scenes chain for their projects. 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

What Makes a Life Worth Writing about?

- Key Concept: Communication
- Related Concepts: Genre and Context
- Global Context and Exploration: Identities and Relationships (Roles and Role Models)
- Statement of Inquiry: The genre of biography not only enables us to preserve and communicate individual histories as writers, but also allows us as readers to develop an understanding of how our social context and relationships with others can play a key role in shaping our identities.

ATL Skills:

- Communication skills: Give and receive meaningful feedback.
- Research skills (Information literacy): Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking skills (Critical thinking): Gather and organize relevant information to formulate an argument.
- Thinking skills (Creative thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries.

ENGLISH LANGUAGE AND LITERATURE

What Makes a Life Worth Writing about?

- Unit Overview:

In English Language and Literature, students are exposed to different literary genres. In this unit, students are introduced to non-fiction through analysing and creating biographies. The focus is on learning and using the structure, conventions and register of biographies.

- Activities and Tasks Overview:

Through interactive sessions, students analysed story elements while reading *The Landlady*. Then, they read and analysed *Lamb to the Slaughter*. Students also watched the short movies for both *The Landlady* and *Lamb to the Slaughter* and differentiated between the book and the movie version. Additionally, students revised and learned new literary devices, and identified elements of horror stories. They also learned more about Word Classes, Linking Words and Subject-Verb Agreement. Students also revised the structure of a biography.

ENGLISH LANGUAGE AND LITERATURE

What Makes a Life Worth Writing about?

- **Assessment Overview:**

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

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 did a role play at a coffee shop about ordering different drinks and sandwiches by identifying different sentences that we use to help us order. Learners also identified the verbs “boire, aller and venir ” in the present form and used them in simple sentences. After that learners started learning about flavors of ice-cream and how to be able to buy it. Learners did an activity about peace by drawing and writing quotes to reflect their emotions.

FRENCH LANGUAGE ACQUISITION

Food and Drinks

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

Learners discovered several drinks and sandwiches from all around the world and specially from France. They reflected on their favourite drinks and sandwiches to have by doing oral and written sentences and paragraphs. Learners also identified several verbs such as verb boire, aller and venir all in the present form, they used them in sentences. Learners did a dialogue in class between the waiter and the client, they used the new verbs and vocabulary that they learned in class. After that learners worked on an activity about peace by reflecting their emotions with a drawing or a quote.

- Assessment Overview

Learners went through Formative assessment on the 11th of October. At the end of the unit, students will be summatively assessed in all criteria; A (Listening), B (Reading), C (Speaking) and D (Writing).

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- **Key Concept:** Change
- **Related Concepts:** Globalization and Processes
- **Global Context and Exploration:** Globalization and Sustainability (Human impact on the environment)
- **Statement of Inquiry:** Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.

ATL Skills:

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

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- Unit Overview:

We have continued working on the same unit during this month as well. This unit focuses on the concept of globalization, the opportunities and challenges of globalization along with the causes of its development and advancement in different areas.

- Activities and Tasks Overview:

Students were able to identify the concept of globalization along with its positive and negative aspects through analyzing videos and texts. We explored the notion of novelty in regards to globalization; whether it is a recent phenomenon or not. Students were able to delve into the causes of globalization and the effects which aided in its rapid progression through different interactive activities. We investigated globalization and its interrelationship with language and transnational corporations. Students were able to examine threatened or dying languages and methods which researchers have used to preserve these languages. Furthermore, they delved into the significance of transnational corporations and focused on their positive global impact as well as their abhorrent dark side. Students have also conducted research on the impact of globalization in relation to sports and gaming. They presented their findings during our lessons and were provided with feedback. Finally, they distinguished between the three phases of globalization throughout different time periods.

INDIVIDUALS AND SOCIETIES

How has globalization changed the world?

- **Assessment Overview:**

Students are currently preparing for their formative and summative assessments. For the summative assessment, students will be assessed in all 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:

We have finished unit one and started with unit two that focuses on the relationships between different and equivalent quantities, where students will use different representations for quantities to solve some problems related to commodities and commercial issues

- Activities and Tasks Overview:

For the previous unit students worked on different operations with integers, they used different models and strategies to solve these problems. And they extended their knowledge by working on multiple operations together in one sentence. They also combined the knowledge they had by locating countries using the degrees of Latitudes and Longitudes as a coordinate system. They explored different journeys and expeditions while solving problems in contexts. For the new unit we started with revising some prior knowledge about fractions decimals and percentages.

- Assessment Overview:

Students worked on their formative assessment in a regular bases during classes and they took summative assessments for criterion A (knowing and Understanding) Criterion B (Investigating patterns) as well as Criteria C (Communicating) and D (Applying Mathematics in Real Life Contexts).

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 all criteria; 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

Shuttlecock - Badminton

- **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

Shuttlecock - Badminton

- Unit Overview:

In this month, we have continued to tackle our unit on Badminton, its rules and how to apply its skills, forehand and backhand serve. Students will learn how to make a plan to improve their badminton skills.

- Activities and Tasks Overview:

Students watched videos on how they can improve their skills to make their plan, and we watched a double game to find out the rules and referees calls. Students worked on their powerpoint presentation as a group to explain the rules of doubles and mention the history of badminton.

- Assessment Overview:

Students had a formative task that assessed their level in Criteria A (Knowing and Understanding), B (Planning for Performance) and D (Reflecting and Improving Performance). They then had a practical formative assessment on Criterion C (Applying and Performing). Students had summative assessments in Criterion A, B, C and D. They created a PowerPoint presentation talking about the rules of badminton, they were asked to create a plan to improve their serve and demonstrated the badminton forehand serve in the practical part. Students wrote their reflection by evaluating their performance .

SCIENCE

Introducing Cells

- **Key Concept: Systems**
- **Related Concepts: Balance, Form and Function**
- **Global Context and Exploration: Scientific and technical innovations (Processes and solution)**
- **Statement of Inquiry: By understanding the interacting systems of specialized forms and functions of living things, we can make decisions and patterns and take actions for a healthier and more sustainable developed lifestyle.**

ATL Skills:

- **Thinking skills (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

Introducing Cells

- Unit Overview:

In this chapter, we classified organisms into two major categories, Eukaryotes and prokaryotes. We described how cells are different, and students concluded how different cells have different forms and functions. We learned about specialized cells and stem cells. Students reflected on the ethical and moral impact of using embryonic cells.

- Activities and Tasks Overview

Students practiced their critical thinking skill by proposing and evaluating a variety of solutions as they used the information that they have learnt about using embryonic cells in research, students learnt how to prepare onion skin cells and cheek epithelial cells. Students linked how we can use our knowledge in cell form and function to treat different diseases such as diabetes and skin burns. Students used fryer models and comparing and contrasting models to learn about plant and animal cells and how materials move in and out of the cells. Students explored how materials move into and out of the cells through explanation videos and worksheets.

SCIENCE

Introducing Cells

- **Assessment Overview**

Students took their summative assessments in Criterion A (Knowing and understanding), Criterion B (Inquiring and Designing) and Criterion C (Processing and evaluating). Students discussed and designed a safe experiment to find more about the fermentation process. In the assessment, students emphasized the factors that are needed by yeast cells to release carbon dioxide.



