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# ARABIC LANGUAGE

## أمجاد الأجداد

- المفهوم الرئيس : الإبداع
- المفاهيم ذات الصلة : التّناس، ضروريات الجمهور، الموضوع
- السّياقات العالميّة والاستكشافات : التعبير الشخصي والثقافي (الجمال)
- جملة البحث والاستقصاء: النصوص الأدبية ذو المواضيع المختلفة قد تعكس جمال ثقافات مختلفة بطريقة مبدعة مما يؤثر على المتلقّي حول ضرورة التمسك بالماضي.

## مهارات أساليب التّعلّم :

- المهارات الاجتماعية: (المهارات التعاونية) العمل بفاعلية مع الآخرين. الاستماع استماعاً فعّالاً إلى وجهات نظر الآخرين وأفكارهم.
- مهارات إدارة الذات: (المهارات العاطفية) المرونية. ممارسة التّعامل مع خيبة الأمل والتّوقعات التي لم تتحقّق.



# ARABIC LANGUAGE

## أمجاد الأجداد

• نظرة عامة على الوحدة:

دراسة مادة اللغة والأدب، أمجاد الأجداد "فن الشعر" ومناقشة أسئلة البحث: أسئلة الحقائق: والتي تتعلق بأنواع الشعر و خصائص الشعر العمودي والشعر الحر و الغرض من القصائد والأسئلة المفاهيمية والتي تتعلق بتأثير الشعر في بناء قيم الفرد والمجتمع والأسئلة الجدلية والتي توضح دور الشعر في نشر القيم في المجتمع وانعكاس الشعر على ثقافات الأفراد والتعبير عن شخصياتهم، والتعرف على الكلمات والجمل المفتاحية التطبيقية، كما تم دراسة معنى الشعر وعناصره وأغراضه وتحليل قصيدة (في طائفة) للشاعر (عمر أبو ريشة) تم دراسة المفردات والقواعد النحوية المناسبة للسياق من الجمل الاسمية والفعلية وأنواع الأفعال.



# ARABIC LANGUAGE

## أمجاد الأجداد

### • نظرة عامة على الأنشطة والمهام:

قدرة الطلبة على فهم الفكرة والغرض من القصائد والتعبير عنها بلغته ومفرداته. تمكّن الطلبة من فهم القصيدة وعقد المقارنة بينها وبين قصيدة (اللغة العربية) من حيث نوع الشعر، القضايا، والغرض. تمكّن الطلبة من التعبير بأبيات شعرية حول صورة موظفًا بعض الأساليب اللغوية والإنشائية والصور الفنية التي تعرّض لها. كما عبّر كل طالب عن نفسه واصفًا ذاته وهواياته ومغامراته والحديث عن أصدقائه.

### • نظرة عامة على التقييم - التقييمات التكوينية والختامية:

يتعرّض الطلبة إلى تقييمات بنائية مستمرة لقياس مدى تطوّرهم؛ حيث إنهم تعرّضوا للتّقايم الآتية: تقييم قراءة من خلال تسجيل قراءتهم وقاموا بتقييم أدائهم تقييمًا ذاتيًا. التسجيل الصوتي ضمن معيار (د) استخدام اللغة.



# VISUAL ART

## Portraits

- Key Concept: Identity
- Related Concepts: Presentation, Expression
- Global Context and Exploration: Fairness and Development (Difference and inclusion)
- Statement of Inquiry: Different identities and expressions can be fairly included in various presentations

### ATL Skills:

- Self-management (Reflective skills):
- Demonstrate flexibility in the selection and use of learning strategies.
- Keep a journal to record reflections.
- Thinking (Creative thinking):
- Make unexpected or unusual connections between objects and/or ideas.
- Apply existing knowledge to generate new ideas, products or processes.



# VISUAL ART

## Portraits

- Unit Overview:

In this unit students will be able to understand how Portraiture can take a big role in expressing different identities in a fair way. We will also focus on analyzing the facial details to be able to draw the human face and head in the right proportions and expressions.

- Activities and Tasks Overview:

At the beginning of this unit, students were introduced to the concepts of differences and fairness in society. They researched portraits that fairly expressed different identities of people who had some difficulties and were different in the eyes of others. For the research, they chose between artists like Vincent Van Gogh and Frida Kahlo. The following step was to introduce the human face proportions. The students started developing their drawing and shading skills through a series of sketches for the facial features, which was accompanied by teacher demonstrations and helpful resources.



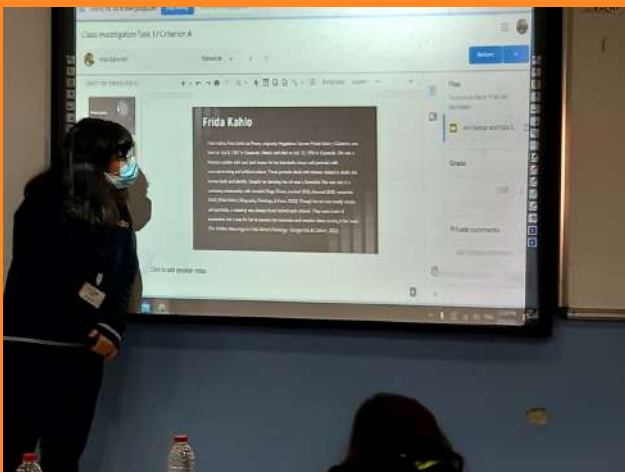
# VISUAL ART

## Portraits

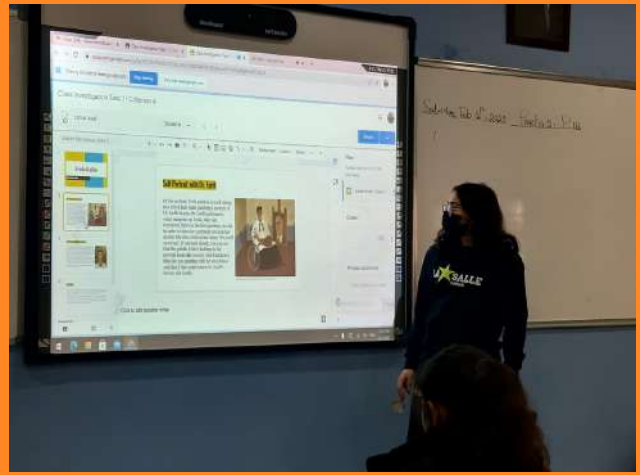
- **Assessment Overview:**

All four criteria will be assessed during this unit; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding). Formative assessments for this unit included activities covering Criteria A and B such as research and drawing techniques.











# DESIGN

## Simplicity is Key

- **Key Concept: Development**
- **Related Concepts: Adaptation, Evaluation**
- **Global Context and Exploration: Orientation in space and time (Exchange and interaction)**
- **Statement of Inquiry: Evaluation of the Interaction with elements causes Development for better Adaptation..**

### ATL Skills:

- **Communication (Communication): Organize and depict information logically**
- **Self-management (Organization skills): Keep an organized and logical system of information files/notebooks**



# DESIGN

## Simplicity is Key

- Unit Overview:

During this month, we started our first unit of the term for Product Design and will conclude with an Interior Design project for an area that the students relate to which is their classroom.

- Activities and Tasks Overview:

The students were introduced to different terms related to interior design on one hand and to technical drawings on the other. The students began to learn the importance of spaces and what is included in a room. The different components of spaces were discussed by engaging in an activity to arrange items by category. The students also re-touched on the subject of technical drawings and how to depict information through drawings. The students completed tasks covering Criterion A: Inquiring and Analyzing by taking actual measurements of their classroom, researching the styles and writing the design brief.



# DESIGN

## Simplicity is Key

- **Assessment Overview:**

Prior knowledge assessment was mainly to assess abilities to draw orthographic views and layouts manually, and to understand the different terminology related to the composition of a space. Students will complete formative and summative assessments covering all criteria.







# DRAMA

## The Art of DIALOGUES (Duo-Drama)

- **Key Concept: Identity**
- **Related Concepts: Role and Composition**
- **Global Context and Exploration: Identities and Relationships (Lifestyle Choices)**
- **Statement of Inquiry: The lifestyle choices and identities of the roles played by actors can be affected by the way dialogues are composed.**

### ATL Skills:

- **Communication skills: Exchanging thoughts, messages and information effectively through interaction/ Give and receive meaningful feedback/ Use a variety of media to communicate with a range of audiences/ Negotiate ideas and knowledge with peers and teachers.**
- **Thinking Skills (Creative Thinking): Generating novel ideas and considering new perspectives/ Apply existing knowledge to generate new ideas, products or processes**



# DRAMA

## The Art of DIALOGUES (Duo-Drama)

- Unit Overview:

Our first unit of the second term explores dialogues and the importance of partners on stage and in front of the camera. We will also delve into how to develop a two character script (dialogue).

- Activities and Tasks Overview:

Students started to develop scripts so they can perform them during the upcoming month.

- Assessment Overview:

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

- Service as Action:

Students will explore how dialogues can shape our roles, identities and lifestyle choices.



# ENGLISH LANGUAGE AND LITERATURE

## Can We Guess What The Future Holds?

- **Key Concept: Creativity**
- **Related Concepts: Context, Genre and Setting**
- **Global Context and Exploration: Orientation in Space and Time (Turning Points and Big History)**
- **Statement of Inquiry: The genre of science fiction can subvert our notions of space and time by creatively using futuristic settings to explore anxieties about our immediate and future contexts.**

### ATL Skills:

- **Communication Skills: Negotiate ideas and knowledge with peers and teachers./ Read critically and for comprehension./ Make inferences and draw conclusions/ Write for different purposes/ Take effective notes in class/ Make effective summary notes for studying.**
- **Social Skills (Collaboration): Working effectively with others**
- **Research Skills (Information literacy): Finding, interpreting, judging and creating information/ Access information to be informed and inform others**



# ENGLISH LANGUAGE AND LITERATURE

## Can We Guess What The Future Holds?

- Unit Overview:

This unit focuses on the genre of Science Fiction. Through reading several short stories, students will understand how this genre helps critique human nature and the human experience.

- Activities and Tasks Overview:

Students began this unit by working several collaborative tasks on identifying the genre and its conventions. Students analyzed the deeper uses and meanings of the science fiction genre through reading their assigned short stories. They were able to examine how this genre helps show the truth about human nature, predict and envision future events as well as critique societies and individuals. Students used their knowledge and analysis of the genre to express their own thoughts in personal blogs.



# ENGLISH LANGUAGE AND LITERATURE

## Can We Guess What The Future Holds?

- **Assessment Overview:**

Formative assessments were ongoing throughout the unit whether written or oral. Our formal formative assessment covered their skills in writing a personal blog in preparation for the summative assessment. Both assessments covered all criteria.



# FRENCH LANGUAGE ACQUISITION

## Am I responsible for my environment?

- Key Concept: culture
- Related Concepts: Purpose, Function
- Global Context and Exploration: Globalization and sustainability (Human impact on the environment)
- Statement of Inquiry: Sustaining the environment is important to all cultures as it functions for specific purposes.

### ATL Skills:

- Communication skills: read with a critical mind and with the aim of making sense. Give and receive appropriate feedback. Use editorial forms adapted to different objectives and different audiences. Write in different goals. Use a variety of oratory techniques to communicate with diverse audiences.
- Collaborative skills: provide and receive appropriate feedback.
- Media culture skills: find, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media, including digital social media and online networks.
- Critical thinking skills: draw reasonable conclusions and generalizations.
- Creative thinking skills: brainstorm and use visual schemes to generate new ideas and research.
- Thinking skills: develop new skills, techniques and strategies for effective learning.



# FRENCH LANGUAGE ACQUISITION

## Am I responsible for my environment?

- Unit Overview:

Learners during this unit will identify the definition of solidarity and a community. They will also share how our actions affect our environment and how we can improve our community by being thinkers to find solutions and caring to take care of the world around us.

- Activities and Tasks Overview:

Learners went through several activities to gather as much information about sports and physical skills by watching videos, using different strategies such as think, pair, share and creating Venn diagrams.

- Phase 3: We defined and discussed the concepts of community and solidarity. Students watched and analyzed two different videos about the aforementioned and learned new vocabulary. Students also explored how our actions have an impact on our community as well as how we can apply solidarity to help our society. Learners also learned about the weather. We explored four short weather reports about different places and countries.

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# FRENCH LANGUAGE ACQUISITION

## Am I responsible for my environment?

- Phase 2: Learners were able to identify the definition of a community by watching and analyzing a video and by working in groups using their thinking skills to come up with the definition. After that, learners identified the definition of solidarity by going through the same process by watching a different video that explains the meaning of solidarity and how we can achieve it. Learners also started working on tasks about the weather: how to ask about it and how to describe it by going through different online activities on Wordwall and by watching different videos.
- Assessment Overview:

Learners will go through a formative assessment on the 7th of March to cover criteria A: listening, B: reading and D: writing.



# INDIVIDUALS AND SOCIETIES

Where are all the people?

- **Key Concept: change**
- **Related Concepts: Processes and Equity**
- **Global Context and Exploration: Globalization and Sustainability (Population and Demography)**
- **Statement of Inquiry: The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.**

## ATL Skills:

- **Research Skills (Information Literacy): Make connections between various sources of information/ Present information in a variety of formats and platforms.**
- **Thinking Skills (Creative Thinking): Practice flexible thinking — develop multiple opposing, contradictory and complementary arguments.**



# INDIVIDUALS AND SOCIETIES

Where are all the people?

- Unit Overview:

This unit focuses on the patterns of population change, what processes lead to such change and what can people and governments do to ensure equity and sustainability.

- Activities and Tasks Overview:

Students learned about the patterns of population growth throughout history, and they completed a worksheet on that topic. They analyzed a population density map, spotted places that are densely and sparsely populated around the world, and they discussed factors that lead humans to establish communities in certain places around the world. They also examined the three main processes that lead to change in population patterns: birth rate, death rate and migration. Students explored the consequences of both high and low birth rates, and methods used to plan families. They completed worksheets on the aforementioned topics. Then, they gave real-life examples on push and pull factors related to migration.



# INDIVIDUALS AND SOCIETIES

Where are all the people?

- **Assessment Overview:**

Students will start their formative and summative assessments in March covering all criteria.



# MATHEMATICS

## Linear relationships and systems

- Key Concept: Relationships
- Related Concepts: model, change, representation
- Global Context and Exploration: Fairness and development: Social entrepreneurship
- Statement of Inquiry: Representing changes in relationships with models can promote and support social entrepreneurship.

### ATL Skills:

- Transfer skills (Combine knowledge, understanding and skills to create products or solutions)
- Thinking skills (Identify obstacles and challenges)
- Communication skills (Organise and depict information logically)



# MATHEMATICS

## Linear relationships and systems

- Unit Overview:

In February, we started working on the third unit in the book (linear relationships). Extra material will be added about the linear systems. During this unit, students will notice how they can represent relationships and changes in models to support entrepreneurship situations.

- Activities and Tasks Overview:

During our classes, we started by defining linear relationships and representing these relationships in different forms. Students completed an activity about water faucet leakage and represented the relation in different forms. Upon further calculations, they noticed the challenges that might happen after a long time. Then, we started by defining the characteristics of linear relationships; rate of change (slope) and the intercepts. Students were able to solve several questions and problems related to that.

- Assessment Overview:

Students complete regular informal formative assessments and tasks during classes including homework, classwork, visible routines and self assessments to prepare them for the coming formal formative and summative assessments.



# MUSIC

## Instrument Performance (Recorder 3)

- Key Concept: Aesthetics.
- Related Concepts: Play, Expression, Narrative.
- Global Context and Exploration: Identities and Relationships (Motivation)
- Statement of Inquiry: The aesthetic value of music and the identity of a musician can be shown through his motivation and expression in playing a musical instrument.

### ATL Skills:

- Self-management Skills (Self-motivation): Managing state of mind, Mindfulness. Practice focus and concentration.
- Self-management Skills (Reflection Skills): (Re-)considering the process of learning; choosing and using ATL skills. Develop new skills, techniques and strategies for effective learning.



# MUSIC

## Instrument Performance (Recorder 3)

- Unit Overview:

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

- Activities and Tasks Overview:

In the first week of the second term, students were introduced to the instrument and learned 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 completed tasks which revolved around practicing the quality of sound on the instrument, along with tasks about preparing and practicing how to play more notes and scales and pieces on the instrument by themselves. Then, students discussed what they had prepared in class with the teacher.



# MUSIC

## Instrument Performance (Recorder 3)

- **Assessment Overview:**

For their formative assessment, our students will be evaluated individually after finishing each task. For their summative assessment, our learners will be assessed at the end of the unit by playing what they learned during the unit: Producing the right musical sound, playing the musical notes, pieces and exercises composed by the teacher. They will be assessed according to all criteria; Criterion A: Knowing and Understanding, Criterion B: Developing Skills, Criterion C: Thinking Creatively and Criterion D: Responding.



# PHE

## Golden Goal - Football

- Key Concept: Development
- Related Concepts: Refinement and Function

### Global Context and Exploration: Identities and Relationships (Transitions)

- Statement of Inquiry: Refinement and development of function may enhance motivation between the players during transitions.

### ATL Skills:

- Self-management (Affective): Demonstrate and apply a range of skills and techniques, students demonstrate persistence and perseverance.



# PHE

## Golden Goal - Football

- **Unit Overview:**

This unit focuses on the history of the world cup as well as football exercises and drills to develop skills and movement techniques.

- **Activities and Tasks Overview:**

The students worked in groups to extract information about the history of the world cup. They practiced dribbling skills in soccer.

- **Assessment Overview:**

Students will complete a formative assessment in Criterion A (Knowing and Understanding) where the teacher will divide the class into groups to discuss the history of the world cup. Then, they will complete a formative assessment in Criterion B (Planning for Performance) where the teacher will divide the class into groups and will give each group a specific skill to refine and develop it through a program they will create.



# SCIENCE

## Waves “Light and Sound”

- **Key Concept: Systems**
- **Related Concepts: Form, Consequences, and Interactions**
- **Global Context and Exploration: Scientific and Technical Innovation (Process and Solutions)**
- **Statement of Inquiry: Systems in technological innovations expand our forms of communication and interaction, often with unknown consequences that affect our lives.**

### ATL Skills:

- **Communication Skills: Use appropriate forms of writing for different purposes and audiences.**
- **Social Skills (Collaboration): Make fair and equitable decisions.**
- **Critical Thinking Skills: Use different formulas to determine the wavelength frequency and wave speed and to determine the echo.**



# SCIENCE

## Waves “Light and Sound”

- Unit Overview:

Waves are all around us. Human bodies have evolved to use light waves for sight and sound waves for communication. We use different types of waves in hundreds of ways; to diagnose and treat ourselves for medical conditions, to cook, to check for forgeries, to investigate crime, to phone, and so on. Modern communication technologies are transforming the way we interact with our friends, families, and society. In this unit, we are investigating the impact of modern communication technologies on our lives; therefore, it is integrated with the Assistive technology unit.

- Activities and Tasks Overview

Learners investigated the important terms used to describe light and sound waves and their properties using games. Students explored the differences and similarities between the mechanical and electromagnetic waves and between longitudinal and transverse waves using a variety of ways. Moreover, we explored how light rays are reflected, refracted and split up into different colours in glass prisms by different simulation labs and revised what we have learned throughout games and online worksheets. Also, we explored the impact of modern communication technologies on our lives such as optical fibres.



# SCIENCE

## Waves “Light and Sound”

- **Assessment Overview**

Criterion A (Knowing and Understanding) is being practised formatively and summatively during classes. Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) are integrated into this unit and Assistive technology unit to find the best solution for people having disabilities. Criterion D (Reflecting on the Impacts of Science) is being assessed during the unit in order to describe the ways in which science is applied and used to modern technologies (fibre optics) and its impact on our lives.

- **Service as Action**

Students explored ways to raise the awareness of the local community on the negative effect of using modern communication technologies.



# ATL

- ATL skills:
  - Organization skills: Managing time and tasks effectively
  - Plan short- and long-term assignments; meet deadlines.
  - Set goals that are challenging and realistic.
  - Plan strategies and take action to achieve personal and academic goals.
  - Keep an organized and logical system of information files/notebooks.
- ATL Overview

This month, students created folders to document all the class work and activities they finish. They decorated the folders in a way to reflect their personality. The activities included reflection, self evaluation, goal setting and mind maps relating to each student's personal goal. Students explored the mind map for making a SMART Goal, they created their own mind maps to set achievable goals, then they discussed their goals and examined if their goals are related to the SMART method. Using this method, they were able to organize themselves in a scheduled way to help them reach their goals. Finally, they tested this as a method of self assessment.