



NOVEMBER - DECEMBER 2021

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ARABIC LANGUAGE

عندما يتجاوز الواقع الخيال

- المفهوم الرئيس : التّواصل

- المفاهيم ذات الصلة : مكان أو زمان الأحداث - الشخصية.

السّياقات العالميّة والاستكشافات : التّوجّه من حيث الزّمان والمكان (التّشريد)

- جملة البحث والاستقصاء: يتواصل الأديب مع المجتمع من خلال رسم الشخصيات التي تتأثر بالسّياق التاريخي ونقاط التّحوّل لإيصال رسالته.

مهارات أساليب التّعلّم :

- المهارات التعاونيّة: تبادل الأفكار والرّسائل والمعلومات بفاعليّة عبر التّفاعّل. تفسير أنماط التّواصل غير الشّفهي واستخدامها استخدامًا فعّالًا. استخدام الصّيغ الملائمة للكتابة لأغراض و جماهير مختلفة.

- مهارات التفكير، نقل المهارات: استخدام المهارات والمعرفة في السّياقات المتعدّدة: عمل الرّوابط بين مجموعات الموادّ الدّراسيّة والفروع المعرفيّة.

- الجمع بين المعرفة والفهم والمهارات لعمل المنتجات أو وضع الحلول.

ARABIC LANGUAGE

عندما يتجاوز الواقع الخيال

• نظرة عامة على الوحدة:

-المحور الأول : مدخل إلى فن الرواية (رواية رجال تحت الشمس للكاتب الفلسطيني غسان كنفاني) من حيث مفردات الوحدة ومهارات أساليب التعلّم والتقييم الذاتي لمهارات أساليب التعلّم (مستوى الكفاءة لدى كل طالب وطالبة) ووصف المعرفة القبليّة لفن الرواية، ومفهوم الرواية وعناصرها من حيث الشخصيات والزمان والمكان والأحداث والصراع والعقدة والحبكة والنّهاية.

-المحور الثاني: التحليل الأدبي للرواية من حيث المقدّمة: التعريف العام لفنّ الرواية وجو النّصّ و التعريف بكاتب الرواية ثمّ العرض وتحليل القضايا بدءًا بالجمل المفتاحيّة: لكل رواية قضية أساسيّة يسعى الكاتب لإيصالها للقراء، ثم العنوان والذي يشكّل العتبة الأولى للنّصّ الأدبي ويساهم في دلالات النّصّ واستكشاف معانيه، والشخصيات الرئيسيّة والتي تُعتبر حجر الزاوية، والشخصيات الثانويّة ، ثم الحبكة مجموعة الحوادث المترتبة ترتيبًا زمنيًا لشدّ القارئ وتشويقهِ، والصّراع وتصاعد أحداث القصة، والسرد وهو نقل الأحداث على لسان الراوي والحوار الخارجي والذي يقوم على المشافهة بين شخصين، والحوار الداخلي، والوصف والذي يُعدّ صورة مبدئية للبيئة والشخصيات، وأخيرًا الخاتمة التي تضمن رأي الطلبة الشخصي.

ARABIC LANGUAGE

عندما يتجاوز الواقع الخيال

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• نظرة عامة على الأنشطة والمهام:

- نشاط مسابقة الكتابة الإبداعية، فكل طالب لابد أن يكون قادرًا ومهتمًا بكتابة حكاياته والتواصل من خلالها بثقة مع محيطه وينقل القصة التي كتبها للجمهور، ليطور شخصيته ويشارك الآخرين بما يقرأ ويكتب، بحيث يتمكن أكثر من التعرف إلى قدراته وتقييم نفسه والآخرين، فكل شيء قابل للتجريب والاكتشاف والتغلب على الصعوبات في الحياة اليومية. إن أهمية هذا النوع من النشاطات يُساعد في استخدام اللغة العربية الفصيحة والصحيحة حيث إن المشاركة تُرسي روح الفريق في النفوس وتنمي روح العمل.

- نشاط تنظيم المقالة التحليلية لرواية رجال في الشمس، وعرض التحليل ومناقشته، فقد ناقش الطلبة تحليلهم، وبعد الاستماع لهم شاهدوا عروضًا مرئية عن الواقع الفلسطيني تحت الاحتلال من حيث معاناة الصحفيين في البحث عن الحقائق وواقع الاحتلال المرير في بناء المستوطنات والحواجز والأسباب التي أدت إلى الهجرة.

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

- تم إعطاء التقييم التكويني بعنوان (كيف أنظم مقالتي التحليلية لرواية رجال في الشمس؟) والتقييم النهائي الخاص بمعيار (أ) التحليل، ومعيار (ب) التنظيم و معيار (ج) إنتاج النص، و معيار (د) استخدام اللغة.

• الخدمة والعمل:

تم شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها من خدمة المجتمعات المحتاجة. إثارة تفكير الطلبة لإيجاد طرق لمساعدة اللاجئين والمشردين والمهجرين من العرب.

VISUAL ART

Communities

- **Key Concept: Aesthetics**
- **Related Concepts: Innovation, Interpretation**
- **Global Context and Exploration: Globalization and Sustainability (Urban Planning)**
- **Statement of Inquiry: Aesthetical innovation and interpretation in urban planning**

ATL Skills:

- **Communication: Use appropriate forms of writing for different purposes and audiences/ Negotiate ideas and knowledge with peers and teachers/ Take effective notes in class.**
- **Self-Management (Affective Skills): Demonstrate persistence and perseverance/ Practise dealing with disappointment and unmet expectations.**

VISUAL ART

Communities

- Unit Overview:

Students investigated the artistic side of urban planning and how to create interesting site drawings using pencil sketching, inking, and watercolor glazing techniques. Students created their own artworks inspired by past and present sites and how different locations define communities and how they live as part of their summative assessment submission.

- Activities and Tasks Overview:

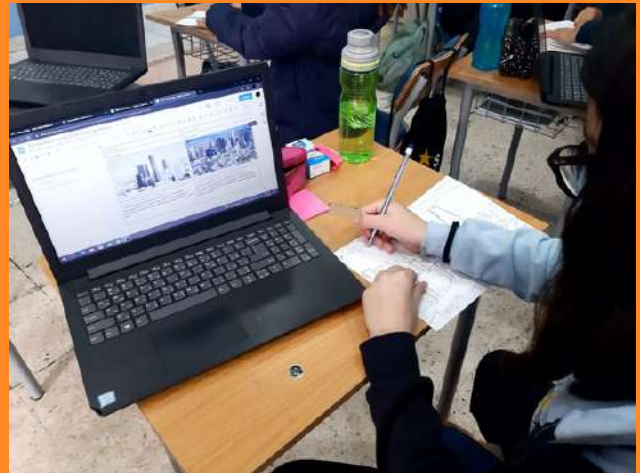
A variety of inquiries and investigations took place throughout this unit. Students analyzed different images into one point, two point and atmospheric perspective. They also developed an experimentation sheet of different watercolor techniques, such as wet on wet, glazing and dry brush. These techniques allowed the students to present their final project using basic pencil sketching for the old site drawing and a colored version of the same setting in the present time using watercolor.

VISUAL ART

Communities

- **Assessment Overview:**

Several formative projects were completed revolving around practicing and understanding different perspectives and vanishing points as well as developing different coloring and drawing techniques. In the summative assessment, students were able to implement all four criteria A (Knowing and Understanding), B (Developing Skills), C (Creative Thinking) and D (Responding) in order to establish a well rounded understanding of aesthetical innovation and interpretation in urban planning. The students documented the development of the project taking pictures of the different milestones during this experience.





DESIGN

Let's Go Online! (Website design)

- **Key Concept: Communication**
- **Related Concepts: Markets and trends, Collaboration**
- **Global Context and Exploration: Globalization and sustainability (Consumption)**
- **Statement of Inquiry: Collaboration and communication enhance consumption by supporting markets and trends.**

ATL Skills:

- **Communication Skills: Share ideas with multiple audiences using a variety of digital environments and media**
- **Social (Collaboration Skills): Manage and resolve conflict and work collaboratively in teams**
- **Research Skills (Information-literacy): Make connections between various sources of information**
- **Research Skills (Media Literacy): Understand the impact of media representations and modes of presentation**

DESIGN

Let's Go Online! (Website design)

- Unit Overview:

We have covered the second unit; designing a website. Building on students' prior knowledge in sitemaps and organizing websites, they were introduced to the coding language HTML and web design principles to be able to design a webpage in a joint website which aims at promoting a local business/product.

- Activities and Tasks Overview:

We focused on learning some basics about marketing and learning how to promote products using slogans and digital marketing. We learnt and practiced HTML using Brackets editor and students got familiar with the basic coding tags they need to create their webpages. Website design principles were discussed with examples. Students were divided into five groups, each working on a joint website promoting a local product or company that was affected by the pandemic. The main focus of this unit was to utilize coding as a tool to create the required look and interface of the marketing website to match the product and requirements.

DESIGN

Let's Go Online! (Website design)

- **Assessment Overview:**

A formative assessment was completed to assess the students' skills and ability to fulfill the requirements of Criterion C (Creating the solution). They practiced creating a website for a mobile company using HTML. In the summative assessment, students created a website to promote a local product and were assessed on all criteria; Criterion A (Inquiring and analyzing), Criterion B (Developing ideas), Criterion C (Creating the solution) and Criterion D (Evaluating).



DRAMA

Acting 2 Advanced

- **Key Concept: Change**
- **Related Concepts: Audience, Presentation and Style**
- **Global Context and Exploration: Personal and Cultural Expression (Creating)**
- **Statement of Inquiry: Actors can create new presentation tools to influence the audience and cause a change.**

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.**
- **Self-management Skills (Reflection): (Re-)considering the process of learning; choosing and using ATL skills. Develop new skills, techniques and strategies for effective learning/ Consider personal learning strategies How can I become more flexible in my choice of learning strategies?**

DRAMA

Acting 2 Advanced

- Unit Overview:

This unit focuses on the history of theatre, Mythology, types and structure as well as acting with a style. Students designed a new and experimental type of theater that is not common.

- Activities and Tasks Overview:

We started acting and learning about the types of theater presentations where students researched acting styles and methods. Students started to develop their own theatrical script, and imaginary dramatic moods and genres learning how to put their own point of view as an artist to affect the audience.

- Assessment Overview:

A summative assessment was completed showing each student's own point of view as an artist and stage performer in a specific given case. 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 Laughter the Best Medicine?

- Key Concept: Perspective
- Related Concepts: Character, Genres and Purpose
- Global Context and Exploration: Identities and Relationships (Identity Formation)
- Statement of Inquiry: Comedies use cases of mistaken identity, comic characters and confusing relationships to give us perspective on life and society.

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.
- Media Literacy: Demonstrate awareness of media representations of events and ideas.
- Critical-thinking: Evaluate evidence and arguments.

ENGLISH LANGUAGE AND LITERATURE

Is Laughter the Best Medicine?

- Unit Overview:

In November and December, we finalized the play “Twelfth Night”. Then, we moved on to the writing skill; Soliloquies.

- Activities and Tasks Overview:

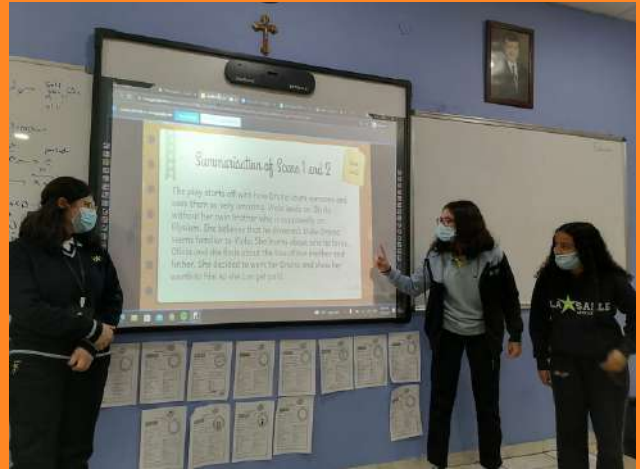
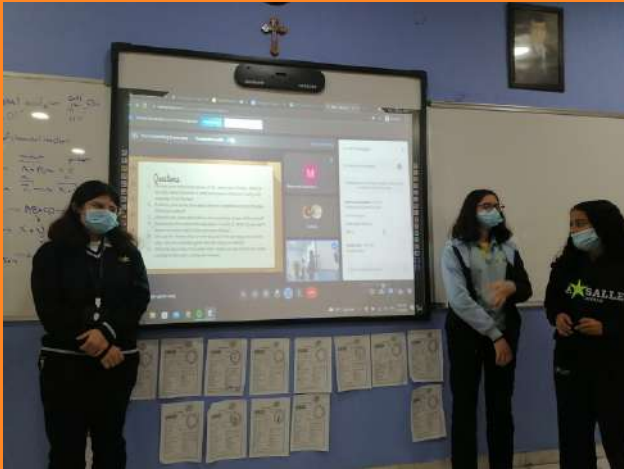
Students had several analytical tasks towards the end of the unit in order to grasp the skill and the play better. They were also able to create presentations explaining the play, as well as analyzing the characters and events. After that, we moved on to the writing skill. Students were able to identify the elements of writing soliloquies by recognizing examples from the play and following a PowerPoint presentation. Then, they created their own soliloquies from the perspectives of different characters from the play.

ENGLISH LANGUAGE AND LITERATURE

Is Laughter the Best Medicine?

- **Assessment Overview:**

Students completed a formative assessment covering criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They were able to analyze several aspects of the play. They were also able to create a soliloquy from the perspective of a character in a certain situation.



FRENCH LANGUAGE ACQUISITION

DO you DO sports!

- Key Concept: Connection
- Related Concepts: Convention/ function/ Purpose
- Global Context and Exploration: Personal and cultural expression (Practice and competency)
- Statement of Inquiry: The purpose of sports activities and skills aim to develop our physical and spiritual well-being.

ATL Skills:

- Communication skills: read critically and for comprehension . Give and receive meaningful feedback. Write for different purposes. Use a variety of speaking techniques to communicate with a variety of audiences. Take effective notes in class.
- Information literacy skills: use memory techniques to develop long-term memory. Access information to be informed and inform others.
- Critical thinking skills: draw reasonable conclusions and generalizations. 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

DO you DO sports!

- Unit Overview:

In this unit, learners explore different sports. They differentiate between individual and collective sports. They share what type of sports they like to practice and what the advantages of sports are.

- 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.

FRENCH LANGUAGE ACQUISITION

DO you DO sports!

- Phase 1 & 2 “Emergent level” and Phase 3 “Capable level”:

Learners were able to identify the names of different sports in French by going through different activities. After that, learners were able to differentiate between individual and team sports. Each learner shared the activities he or she practices and what types of sports they prefer.

- Assessment Overview:

Learners completed a formative assessment. They also completed a summative assessment covering all criteria; A: Listening, B: Reading , C: Speaking and D: Writing.

INDIVIDUALS AND SOCIETIES

How can new technologies affect our identities and relationships?

- **Key Concept: Global Interactions**
- **Related Concepts: Innovation and Revolution + Perspective**
- **Global Context and Exploration: Identities and Relationships (Physical, psychological and social development)**
- **Statement of Inquiry: Technological innovations have different effects on our identities and relationships with others.**

ATL Skills:

- **Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences.**
- **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

How can new technologies affect our identities and relationships?

- Unit Overview:

Our third I&S unit focuses on the effects of new technologies on people, focusing mainly on technological breakthroughs, TVs and the Internet.

- Activities and Tasks Overview:

We started the unit by reflecting on technology. Students shared how they think technology will change in the future, what worries them about the influence of technology on people's lives, and their overall position. After this, students conducted research on a list of technological breakthroughs throughout history in groups. Later on, they researched the social, economic, political, cultural, and ethical effects of TV on society. Finally, students discovered how new technologies affect global interaction.

INDIVIDUALS AND SOCIETIES

How can new technologies affect our identities and relationships?

- **Assessment Overview:**

Students were prepared for their summative assessment through a series of activities, worksheets and a formal formative assessment. During the formative assessment, which took place over a span of two classes, they had to conduct a short research on the impact of the Internet on certain areas of life. This assessed students according to all Criteria; Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically). In the summative assessment, students were assessed according to the same aforementioned criteria.

MATHEMATICS

Geometric Transformations

- **Key Concept: Form**
- **Related Concepts: Pattern and space**
- **Global Context and Exploration: Personal and cultural expressions (Belief systems)**
- **Statement of Inquiry: An understanding of patterns created by forms in space can enhance creativity and help express beliefs and values**

ATL Skills:

- **Communication skills: Use and interpret a range of discipline-specific terms and symbols.**
- **Self-management (Reflection skills): Consider personal learning strategies. What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?**

MATHEMATICS

Geometric Transformations

- Unit Overview:

In this unit, students learned about different forms of transformation for 2D shapes to make a pattern within a space. They went through some patterns and logo designs that define the culture or beliefs of a place.

- Activities and Tasks Overview:

Classes were fun for students. They used their pencils and rulers to draw images according to specific requirements for a spatial transformation. They learned about translation, reflection, rotation as congruent transformation and enlargement as similarity transformation. They also learned about tessellation and the polygons that can make a tessellation.

- Assessment Overview:

Students worked during the class on many examples and they also got several pieces of homework from their book, extra papers and a worksheet as formative tasks to prepare them for the summative assessment.

MUSIC

Beats Clapping

- **Key Concept: Identity.**
- **Related Concepts: Interpretation, Representation.**
- **Global Context and Exploration: Personal and Cultural Expression (Practice and competency).**
- **Statement of Inquiry: Musicians can represent beats through different interpretations which helps them show their identity competently.**

ATL Skills:

- **Thinking Skills (Critical Thinking):** Revise understanding based on new information and evidence.
- **Self-management Skills (Reflection):** Develop new skills, techniques, and strategies for effective learning.

MUSIC

Beats Clapping

- Unit Overview:

The second unit focuses on tempo and beats clapping. It mainly concentrates on improving our learners' sense of tempo, and knowing the importance of time and tempo in music compositions.

- Activities and Tasks Overview:

In the beginning, students were introduced to the second unit of this year; how important it is to have a good sense of tempo and how we improve that in practicing different kinds of exercises. Our learners had many exercises about beat clapping in different time signatures and different tempos. They also worked on their prior knowledge of the names and values of the musical notes and how to combine them into musical shapes of what we call in music, grouping. More exercises were given to the learners on composing bars of their own and performing them practically individually and in groups.

MUSIC

Beats Clapping

- **Assessment Overview:**

Students were able to relate to the strands involved by conducting different formative exercises that guided them towards the summative assessment. Such exercises revolved around clapping beats in different tempos and time signatures. In other exercises, they composed certain bars (measures) and performed them individually and collaboratively. Students were assessed according to the following criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively), and Criterion D (Responding).

PHE

World Games

- **Key Concept: Communication**
- **Related Concepts: Movement and Refinement**
- **Global Context and Exploration: Scientific and technical innovation (Methods)**
- **Statement of Inquiry: Refining rules and innovating new methods for playing games may lead to improving the communication and movement of players .**

ATL Skills:

- **Thinking Skills (Critical Thinking): analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding.**

PHE

World Games

- Unit Overview:

This month we started our unit about world games. Students in groups chose a specific individual game or sport to work on by talking about general information on the game they had chosen.

- Activities and Tasks Overview:

Students watched a video on individual games. Then, they started working on their PowerPoint slides discussing the history and rules of the game they had chosen as well as introducing famous players of the sport. They presented their work about the World Games.

- Assessment Overview:

Students had formative and summative assessments in Criterion A (Knowing and Understanding). They created a PowerPoint presentation about one of the games discussing general information, the history and rules of the game. They also discussed a famous player from the chosen game.

SCIENCE

Using Metals

- **Key Concept: Change**
- **Related Concepts: Form, Consequences and Function**
- **Global Context and Exploration: Scientific and Technical Innovation (Consequences and Responsibility)**
- **Statement of Inquiry: Scientific and technical innovations utilise specific properties and changeable forms of metals in order to ensure desired functions and outcomes.**

ATL Skills:

- **Research (Media and literacy skills):** Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media [including digital social media and online networks].
- **Thinking Skills (Creative thinking):** Use brainstorming and mind mapping to generate new ideas and inquiries.
- **Research (Information literacy skills):** Make connections between various sources of information.

SCIENCE

Using Metals

- Unit Overview:

In this unit, students learn about metals and how they play many important roles in our lives, including being vital for our health and making many medical procedures possible.

- Activities and Tasks Overview

Students were introduced to different metals in the periodic table and their uses in our daily lives. They explored the differences and similarities between metals, nonmetals and metalloids. In addition, we explored how alloys are made and their uses and properties and revised what we have learnt through several worksheets. Also, we explored the importance of many metals in our health and making medical procedures. Students investigated the uses of metals, and how the properties of the metal make it suitable for that use. Students also revised naming different compounds and balancing chemical equations through different worksheets.

SCIENCE

Using Metals

- **Assessment Overview**

Students were summatively assessed at the end of the unit in Criterion A (Knowing and Understanding). Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) were practiced by outlining the rate of reaction for different elements in group 1 and group 2. Criterion D (Reflecting on the Impacts of Science) was assessed during the unit in order to describe the ways in which science is applied and used to address corrosion as an issue to be discussed and solved.

- **Service as Action**

Students explored why rusting is still such a problem in the community and ways to reduce it.

ATL

- ATL Skills (Counselling) / (Research):
 - Give and receive meaningful feedback.
 - Use appropriate forms of writing for different purposes and audiences.
 - Read critically and for comprehension.
 - Make fair and equitable decisions.
 - Advocate for one's own rights and needs.
 - Create plans to prepare for summative assessments (examinations and performances).
 - Set goals that are challenging and realistic.
 - Access information to be informed and inform others.
 - Consider ideas from multiple perspectives.
 - Combine knowledge, understanding and skills to create products or solutions.
- ATL Overview - Counselling/ Research

Learners were introduced to different videos that explored topics of empathy and acceptance. After exploring empathy and acceptance, learners were provided with the opportunity to work in groups to choose a topic about which they will raise awareness. Learners used different ATL strands to cover their chosen topic. Each group created their own approach to raise awareness through creativity, team work, and understanding of ATL skills. The end goal was shared and presented in school. Lastly, before the end of the semester, learners were introduced to time management and each filled out their own time management table for the upcoming exam weeks.