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ARABIC LANGUAGE

أبواب السَّعادة

- المفهوم الرئيس : التواصل
- المفاهيم ذات الصلة : الشَّخصيَّة / التَّعبير عن الذات / ضروريات المجتمع.
- السِّياقات العالميَّة والاستكشافات : التَّعبير الشَّخصي والثقافي (المهارة الفنيَّة)
- جملة البحث والاستقصاء: مهارة الأديب في التَّواصل مع جمهوره تُمكن الفرد من استكشاف أثر السَّعادة والتَّشاور على تكوين هويَّته والتَّعبير عن ذاته.
- مهارات أساليب التَّعلُّم :
- مهارات الاجتماعيَّة (مهارة العمل التعاوني) : إدارة النزاعات وحلّها والعمل عملاً تعاونياً. اتِّخاذ القرارات المنسَّقة والعادلة.
- مهارات إدارة الذات (مهارات التَّنظيم) : فهم واستخدام أفضليَّات التَّعلُّم الحسيَّة (أساليب التَّعلُّم). اختيار واستخدام التَّكنولوجيا بفعاليَّة بشكلٍ مثمر.

ARABIC LANGUAGE

أبواب السَّعادة

• نظرة عامة على الوحدة:

تحليل مقالة (كن سعيدًا) للكاتبة الفلسطينية (مي زيادة) من خلال مناقشة الفكرة الرئيسة التي طرحتها الكاتبة وأمنيات الكاتبة وتأثير ما طرحته الكاتبة في شخصية الطلبة، وربط المقالة بقراءة الكاريكاتير وفن الرسائل.

• نظرة عامة على الأنشطة والمهام:

تمَّ دراسة الفنون الأدبية من مقالة ورواية وقصة قصيرة وفن الرسائل والمسرح والسيرة الذاتية والغيرية، وقمنا بتحليل مقالة (كن سعيدًا) من خلال المقابلة بين عمر الشيخ الكبير وعمر الشاب وربط هذه الصور بمهارة التلخيص والإلقاء وفق أسلوب المناظرة مع الالتزام بآداب الحوار وأدب الاختلاف وربط المقالة بفن الكاريكاتير (الرسم الساخر للظواهر والأحداث والأشخاص) والوصول إلى الفكرة وفق استراتيجية (أرى - أفكر - أتساءل) وربط جميع ما سبق بكتابة رسالة لصديق أثبت له أنَّ السَّعادة لا تنحصر في المال والسُّلطان والقوَّة بل في مصادر أخرى كالإيمان والفكر والثقافة وصحَّة الجسم والعقل.

ARABIC LANGUAGE

أبواب السَّعادة

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تم إعطاء ثلاث مهمات بحثية و تم إعطاء تقييم تكويني يشمل القراءة
الجهريّة وكتابة مقالة تحليلية.

• الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها
خلال الأشهر القادمة من خدمة المجتمعات المحتاجة.

VISUAL ART

Reflections

- **Key Concept: Identity**
- **Related Concepts: Visual Culture and Communication**
- **Global Context and Exploration: Identities and Relationships (Status)**
- **Statement of Inquiry: Through status we communicate visual and cultural identities.**

ATL Skills:

- **Self-management Skills (Reflection): Develop new skills, techniques and strategies for effective learning; Keep a journal to record reflections.**
- **Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries; Make unexpected or unusual connections between objects and/or ideas; Apply existing knowledge to generate new ideas, products or processes.**

VISUAL ART

Reflections

- Unit Overview:

In an attempt to understand how status can change the way we communicate visual and cultural identities, the students were able to learn how to create an artwork that holds different metaphors and concepts that are presented through different subjects.

- Activities and Tasks Overview:

Midway throughout this unit the students were able to work on different explorations about their subject matter. They studied the subjects from details to more complex techniques. The studies varied from second hand resources that guided their technical development in Criterion B and applied several materials to establish those studies. Such materials were pencil, colored pencil, watercolors as well as charcoal and acrylic paints. Towards the end of the month, the students went back to the primary mind-map they created, readdressed some of the inquiries that they had, and rearranged the process journal to include all the steps that led the way towards the final outcome that they will present in the summative assessment. Formatively the students completed a semi-final artwork to help them highlight points of strength and weakness to address productively during the second half of October and during the summative assessment period.

VISUAL ART

Reflections

- **Assessment Overview:**

The students worked on several formative mini-workshops that guided their responses in the summative assessment. Research and analysis study along with the process journal will be presented in parallel with the final artwork. All four criteria were covered during this unit; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



DESIGN

Making a Difference!

- **Key Concept: Communities**
- **Related Concepts: Perspective & Evaluation**
- **Global Context and Exploration: Fairness and Development (Imagining a hopeful future)**
- **Statement of Inquiry: Imagining a hopeful future when evaluating current situations changes the perspective of communities**

ATL Skills:

- **Communication Skills (Communication): Organize and depict information logically.**
- **Research Skills (Information-literacy): Collect and analyse data to identify solutions and make informed decisions.**

DESIGN

Making a Difference!

- Unit Overview:

This month, we have continued working on our first unit. We focused on the success criteria of storyboards, and learning how to use different mediums to create a comprehensive storyboard.

- Activities and Tasks Overview:

Our activities for this month were mainly focused on creating the storyboard. The students learned how to extract peak moments from plots and their importance in creating a sequence of events. We learned how to express scenes using different components of layers, scene composition, camera angles, and facial expressions. The students learned how to use the digital platform StoryboardThat to create the required scenes and we practiced in different ways from creating our own scripts and plots to creating scenes for existing plots.

DESIGN

Making a Difference!

- **Assessment Overview:**

The students were assessed in their abilities to write scripts and transform written scripts into storyboard scenes. For the summative assessment students were asked to design a promotional storyboard relevant to a social initiative. All criteria were covered in this unit; A(inquiring and analysing), B (Developing Skills), C (Creating the Solution), D (Evaluating) and were included in the summative assessment.

DRAMA

Theatre Practitioners 101 “Stanislavski, Brecht”

- **Key Concept: Communication**
- **Related Concepts: Audience and Play**
- **Global Context and Exploration: Identities and Relationships (Human Nature)**
- **Statement of Inquiry: Types of theatres could be dependent on the intended audience, the type of play performed and the nature of the practitioner.**

ATL Skills:

- **Research Skills (Information literacy): Access information to be informed and inform others.**
- **Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences.**

DRAMA

Theatre Practitioners 101 “Stanislavski, Brecht”

- **Unit Overview:**

This unit focuses on exploring two of the most important theatre practitioners and the types of theatre they invented.

- **Activities and Tasks Overview:**

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, we started a Stanislavski system elements' performance and writing dialogues to perform. Moreover, students are watching cinematic and theatrical samples about theater practitioners practices and method acting themes.

- **Assessment Overview:**

In the summative assessment, students will create a performance (duo-drama) based on Brecht theories and the Stanislavski system. 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 Does Courage Look Like?

- **Key Concept: Perspective**
- **Related Concepts: Point of view and Self-expression**
- **Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)**
- **Statement of Inquiry: Perspectives formed about what 'courage' is can be influenced by one's own self-expression, philosophies, ways of life and the point of view of others.**

ATL Skills:

- **Communication Skills: Use appropriate forms of writing for different purposes and audiences & Give and receive meaningful feedback.**
- **Thinking Skills (Creative Thinking): Use existing works and ideas in new ways.**
- **Thinking Skills (Critical Thinking): Consider ideas from multiple perspectives.**
- **Research Skills (Information-literacy): Evaluate and select information sources and digital tools based on their appropriateness to specific tasks & Make connections between various sources of information.**
- **Research Skills (Media-literacy): Seek a range of perspectives from multiple and varied resources.**

ENGLISH LANGUAGE AND LITERATURE

What Does Courage Look Like?

- **Unit Overview:**

In October, we continued working on the unit 'What Does Courage Look Like?' Students analysed news reports, wrote ones and presented them.

- **Activities and Tasks Overview:**

Through interactive sessions, students read summaries of short stories from which they chose a specific event to write a creative news report about. After the activity, and in the role of news anchors, they practised presenting their news reports. They also worked in groups to write a news report about

ENGLISH LANGUAGE AND LITERATURE

What Does Courage Look Like?

- **Assessment Overview:**

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

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- **Key Concept: Culture**
- **Related Concepts: Structure and Word of choice**
- **Global Context and Exploration: Personal and Cultural Expression (Philosophies and ways of life)**
- **Statement of Inquiry: The trips that we plan to specific places at different times allow us to arouse our curiosity and have an impact on our culture and can change the philosophies and ways of life by travelling..**

ATL Skills:

- **Communication skills: Make inferences and draw conclusions. Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences.**
- **Social Skills (Collaboration): Build consensus. Working effectively with others.**
- **Research Skills (Information Literacy): Access information to be informed and inform others.**

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- **Thinking Skills (Critical Thinking):** Draw reasonable conclusions and generalizations. Consider ideas from multiple perspectives.
- **Thinking Skills (Creative Thinking):** Use brainstorming and visual diagrams to generate new ideas and inquiries .Create original works and ideas ; use existing works and ideas in new ways.
- **Unit Overview:**

Students discover types of holidays and what activities we can do in each place. They discover new places and the effects of tourism on some places.

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- Phase 2 “Emergent level”:

Learners continued working on the same unit “Es-tu curieux?” They identified the means of transportation and the accommodation we use when we travel. After that, learners started working on a dialogue in the hotel between a receptionist and a client by reading a text and watching a video. Then learners started preparing a dialogue by working in pairs to find the necessary information to create their dialogues. Finally, learners reflected their emotions about peace by going through an activity where they worked in groups to draw and write quotes.

- Phase 3 “Capable level”:

Learners continued exploring their unit “Es-tu curieux?” They watched videos and read a dialogue to book a room at a hotel. They enjoyed doing dialogues together at a hotel with the receptionist. Then, they started exploring the best destinations in France by going through texts and videos. Learners wrote a letter to a friend to propose a visit there. They also started reading and exploring how to write a postcard. Moreover, they reflected on their learning after each lesson and activity. Learners enjoyed completing activities and drawings. They also expressed their emotions about the Lasallien month of Peace. Learners are receiving extra worksheets to work on their level and enrich their knowledge. They are also exploring a new proverb every week, as well as reading short stories every month.

FRENCH LANGUAGE ACQUISITION

Are you Curious?

- **Assessment Overview**

Learners completed their formative assessment in Criterion A (Listening) and Criterion B (Reading). At the end of the unit, students will be assessed according to all criteria; Criterion A (Listening), Criterion B (Reading), Criterion C (Speaking) and Criterion D (Writing).

INDIVIDUALS AND SOCIETIES

How revolutionary was the industrial revolution?

- **Key Concept: Change**
- **Related Concepts: Innovation and Revolution + Causality**
- **Global Context and Exploration: Scientific and Technical innovation (Industrialization & Engineering)**
- **Statement of Inquiry: Innovations in science and technology can cause revolutionary changes in the ways we live and work.**

ATL Skills:

- **Communication Skills: Negotiate ideas and knowledge with peers and teachers; Use a variety of speaking techniques to communicate with a variety of audiences; Negotiate ideas and knowledge with peers and teachers.**
- **Thinking Skills (Critical-thinking): Consider ideas from multiple perspectives; Gather and organize relevant information to formulate an argument; Recognize unstated assumptions and bias; Evaluate evidence and arguments.**
- **Social Skills (Collaboration): Listen actively to other perspectives and ideas; Encourage others to contribute; Give and receive meaningful feedback.**
- **Organization Skills: Use appropriate strategies for organizing complex information.**

INDIVIDUALS AND SOCIETIES

How revolutionary was the industrial revolution?

- **Unit Overview:**

Our first unit focuses on the Industrial Revolution and its impact on the world. Students explore the key events and changes that led to the industrial revolution.

- **Activities and Tasks Overview:**

Students revised how to create action plans and evaluate sources using the OPVL method. Students conducted a research project to help them understand the effects of the Industrial Revolution in Japan.

- **Assessment Overview:**

Students finalized their formative assessment in all criteria in preparation for the summative assessment. Students will be assessed in Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically).

MATHEMATICS

Simplifying is a change for the better

- **Key Concept: Form**
- **Related Concepts: Simplification and Change**
- **Global Context and Exploration: Globalization and Sustainability (Consumption)**
- **Statement of Inquiry: Changing to simplified forms can help with analyzing the effects of consumption.**

ATL Skills:

- **Communication Skills: Understand and use mathematical notation**
- **Thinking Skills (Critical Thinking): Draw reasonable conclusion and generalisation**
- **Thinking Skills (Transfer): Combine knowledge, understanding and skills to create products or solutions**

MATHEMATICS

Simplifying is a change for the better

- **Unit Overview:**

This month, we focused on the relation between quantities. We discussed the effect of changing them and classifying them into different forms; direct and inverse proportions as well as forming the formulae for each of them.

- **Activities and Tasks Overview:**

Students practiced solving many mathematical problems where they find the value of a variable in exponential expressions. Then, we went through many class discussions to find the relation between quantities using real life situations. They could decide whether the relation between the variable is a direct or inverse proportion and accordingly they represented different forms of expressions using mathematical notations. They also practiced representing relations by graphing.

- **Assessment Overview:**

Students completed formative and summative assessments in Criterion B (Investigating Patterns). They completed a summative assessment in Criterion A (Knowing and Understanding). They also completed a summative assessment in Criteria C (Communicating) and D (Applying Mathematics in Real Life Context).

MUSIC

Instrument Performance (Piano 1)

- **Key Concept: Communication**
- **Related Concepts: Play and Expression**
- **Global Context and Exploration: Orientation in space and time (Exchange and Interaction)**
- **Statement of Inquiry: Playing piano may be considered a means of communication and expression that reflects the exchange and interaction between the pianist and the audience.**

ATL Skills:

- **Thinking skills (Critical thinking): Create original works and ideas; use existing works and ideas in new ways.**
- **Thinking skills (Creative thinking): Identify obstacles and challenges.**

MUSIC

Instrument Performance (Piano 1)

- Unit Overview:

This month, we finalized working on our first unit. Our learners are now able to play the piano implementing the skills they have learnt and the knowledge acquired in a good and correct way.

- Activities and Tasks Overview:

Upon finishing the unit, learners are now able to perform on the piano through many activities, practices and formative tasks given to them throughout the month. Such tasks were about basics in music theory, music notes' names and their positions on the staff and piano. They now know how to read them from the staff, comprehend notes and play them on the piano, using the right finger positions, right tempo, and in different time signatures. Students were also engaged with singing in order to relate further to the performing process. Together, we materialized previously known songs into a music sheet and performed them on the piano.

MUSIC

Instrument Performance (Piano 1)

- **Assessment Overview:**

The learners were assessed according to all criteria. They were asked to solve questions about music theory basics (names of the notes, values, places, etc.). They were asked to perform various kinds of exercises and music pieces with different tempos and scales on the piano, as well as many other different exercises which showed their knowledge and understanding. Furthermore, the difficulty of the exercises gradually increased. Along with that, students were asked to write down their reflections about the unit.

BIOLOGY

The World Around Us

- **Key Concept: Relationships**
- **Related Concepts: Interaction, Balance and Environment**
- **Global Context and Exploration: Globalisation and Sustainability (Diversity and Interconnection)**
- **Statement of Inquiry: Because scientists understand the relationship between global biodiversity and human needs, we need to keep the interactions in the environment balanced.**

ATL Skills:

- **Thinking skills (Critical thinking): Draw reasonable conclusion and generalization**
- **Thinking skills (Creative thinking): Create novel solutions to authentic problems**

BIOLOGY

The World Around Us

- **Unit Overview:**

In the second part of this chapter, we have learnt about how the choices people make can affect the environment. We have explored the human threats that natural systems face, and what we can do to alleviate these dangers. We have discussed whether economic growth can ever justify the overexploitation of natural resources, and how we can conserve nature and natural resources to ensure a more sustainable future. Students have learnt about themselves as balanced learners, recognizing their interdependence with others and with the world in which we live.

- **Activities and Tasks Overview:**

Each student calculated his/ her ecological footprint and suggested some ways to reduce the human impact on the environment. They practised thinking routines and brainstorming to find the weakness and strengths of the zoos and protected areas. We explored how organisms interact with each other in order to establish a balanced ecosystem. Students suggested ways to reduce their ecological footprint and present their findings to raise awareness, and suggestions for alternatives.

BIOLOGY

The World Around Us

- **Assessment Overview**

We are planning to have a summative assessment to assess students' achievement levels in Criterion A (Knowing and Understanding), Criterion B (Inquiring and design), Criterion C (Processing and Evaluating) and Criterion D (Reflecting on the Impact of Science).

PHYSICS

Motion and Car Safety

- **Key Concept: Relationships**
- **Related Concepts: Development , Movement and Consequence**
- **Global Context and Exploration: Scientific and Technical Innovation (Modernization)**
- **Statement of Inquiry: Our understanding of the relationships in Newton's laws of motion has led to safety features in cars that result in improving and developing road safety.**

ATL Skills:

- **Communication Skills: negotiate ideas and knowledge with peers and teachers.**
- **Self-management (Reflection): Develop new skills, techniques and strategies for effective learning.**

PHYSICS

Motion and Car Safety

- Unit overview:

This unit aims to explain everyday movement. Students learn that atoms and molecules are in constant motion and that movement can be described by reference to distance and time. In this unit, students will learn how the understanding of Newton's laws of motion have led to the development of safety features that help us avoid and survive car crashes.

- Activities and Tasks Overview:

Students explored the terms speed, distance, time, vector and scalar quantities, average speed, instantaneous speed, velocity and acceleration. Students have practiced and applied their knowledge and solved different engaging problems to master the skill of motion calculations.

PHYSICS

Motion and Car Safety

- **Assessment Overview:**

Students practiced Criterion A (Knowing and Understanding) summatively in class. They have applied scientific knowledge and understanding to solve problems related to motion. Students will have a summative assessment in Criterion D (Reflecting on the impacts of science).

- **Service as Action:**

Students will explore ways to spread awareness regarding road safety.

CHEMISTRY

What is Matter?

- **Key Concept: Relationships**
- **Related Concepts: Development and Patterns**
- **Global Context and Exploration: Personal and Cultural Expression (Histories of ideas)**
- **Statement of Inquiry: The development of our modern ideas about relationships between matter and patterns in periodic tables may show the creative work of scientists from different cultures over a long time.**

ATL Skills:

- **Communication skills: Use intercultural understanding to interpret communication.**
- **Research Skills (Media literacy): Consider how to write an effective research question.**
- **Thinking Skills (Creative-thinking): Recognize our personal cultural assumptions, and biases.**

CHEMISTRY

What is Matter?

- Unit Overview:

This unit considers the development of our ideas about the matter from the times of the Ancient Greeks to the present time including the use of the periodic table including patterns in the periodic table, to express the properties of elements, ions and isotopes.

- Activities and Tasks Overview:

Students explored the properties of many different types of elements according to their group in the periodic table. Throughout interactive classes, students were introduced to atomic configuration, Ions and Isotopes and patterns in the periodic table. Students practiced and applied their knowledge to solve different questions related to the atom's structure.

CHEMISTRY

What is Matter?

- **Assessment Overview**

Students will be assessed in Criterion D (Reflecting on the Impacts of Science) as they were asked to write a report to discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue. Criterion A (Knowing and Understanding) is assessed at the end of the unit.

PERSONAL PROJECT

- ATL Skills:

Communication Skills

- 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.
-
- Overview

I allowed Students to brainstorm different ideas for their personal projects and we attempted to discuss these ideas together. We will continue with focusing on these ideas and explore different methods to enhance their preparation for the future personal project.