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ARABIC LANGUAGE

فنّ المقالة - كُن قوياً

- المفهوم الرئيس : التواصل
- المفاهيم ذات الصلة : الشخصية / التعبير عن الذات / ضروريات المجتمع.
- السياقات العالمية والاستكشافات : التعبير الشخصي والثقافي (المهارة الفنيّة)
- جملة البحث والاستقصاء: مهارة الأديب في التّواصل مع جمهوره تُمكن الفرد من استكشاف المعنى الحقيقي للانتقاد وأثره على تكوين شخصية الفرد والتّعبير عن ذاته.
- مهارات أساليب التّعلّم :
- مهارات الاجتماعية (مهارة العمل التعاوني): إدارة النزاعات وحلّها والعمل عملاً تعاونياً. اتّخاذ القرارات المنسّقة والعادلة.
- مهارات إدارة الذات (مهارات التّنظيم) : فهم واستخدام أفضليات التّعلّم الحسيّة (أساليب التّعلّم). اختيار واستخدام التكنولوجيا بفعاليّة بشكلٍ مثمر.

ARABIC LANGUAGE

فنّ المقالة - كُن قويًا

• نظرة عامة على الوحدة:

الوحدة الأولى بعنوان "كُن قويًا " تحوي مقالات موضوعيّة تتركز حول مهارة الأديب في التواصل مع جمهوره وتُمكن المتعلّمين من استكشاف أثر الكاريكاتير في التأثير على المجتمع ، وذلك من خلال دراسة فن المقالة و فن الكاريكاتير وربطهما بالمقالة الكاريكاتيريّة وقصّة المغفلة.

• نظرة عامة على الأنشطة والمهام:

تمّ دراسة المقالة والكاريكاتير من خلال مقالة بعنوان (ناجي العلي) تلقي الضوء على سيرة حياته و الرسومات التي أنتجها وتعبر عن هموم الشعب الفلسطيني ، قام الطلبة بالبحث في المواقع الإلكترونية وتم اختيار رسوم كاريكاتيرية للفنان الراحل ناجي العلي ثمّ تحديد موضوعها والفكرة الرئيسيّة التي تطرحها، والتعليق عليها من خلال مقالة تحليلية بسيطة، كما تمّ مناقشة معايير التقييم والتي تتمثّل بالمعيار (أ) التحليل / المعيار (ب) التّنظيم / المعيار (ج) إنتاج النّصّ / المعيار (د) استخدام اللغة.

ARABIC LANGUAGE

فنّ المقالة - كُن قويًّا

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء تقييم تقييمات تكوينية تتضمن مهارات القراءة والاستيعاب و القراءة الجهرية تمهيدًا للتقييم النهائي والذي يشمل المعايير الأربعة جميعها والتي تتمثل بالمعيار (أ) التحليل / المعيار (ب) التنظيم / المعيار (ج) إنتاج النصّ / المعيار (د) استخدام اللغة.

• الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل من خلال تسليط الضوء على مشكلات المجتمع وتحدياته اعتمادًا على فنيّ المقالة والكاريكاتير.

VISUAL ART

Storytelling

- **Key Concept: Communication**
- **Related Concepts: Representation and Interpretation**
- **Global Context and Exploration: Personal and Cultural expression (Creation)**
- **Statement of Inquiry: An artist can communicate different ideas in a representational or interpretive approach, creating personal and cultural expressions.**

ATL Skills:

- **Communication Skills: Organize and depict information logically.**
- **Thinking Skills (Creative Thinking): Apply existing knowledge to generate new ideas, products or processes; Create original works and ideas; Use existing works and ideas in new ways.**
- **Thinking Skills (Critical Thinking): Consider ideas from multiple perspectives; Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding.**

VISUAL ART

Storytelling

- Unit Overview:

This unit is about communication and storytelling. The students were able to transport several open concepts in a creative way that expressed true interpretations through different representational subjects. The unit was a true expression of students' personal creation and artistry.

- Activities and Tasks Overview:

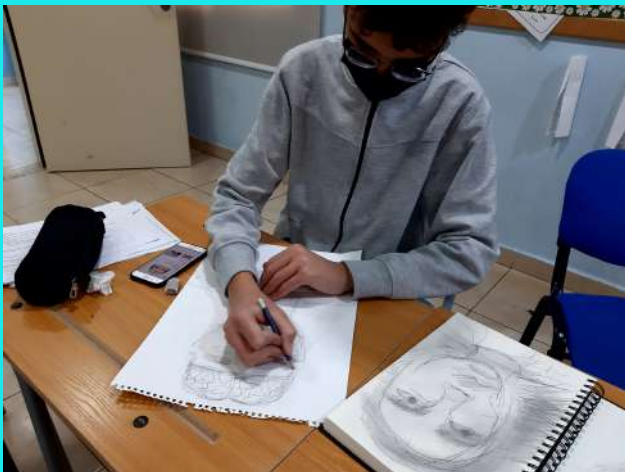
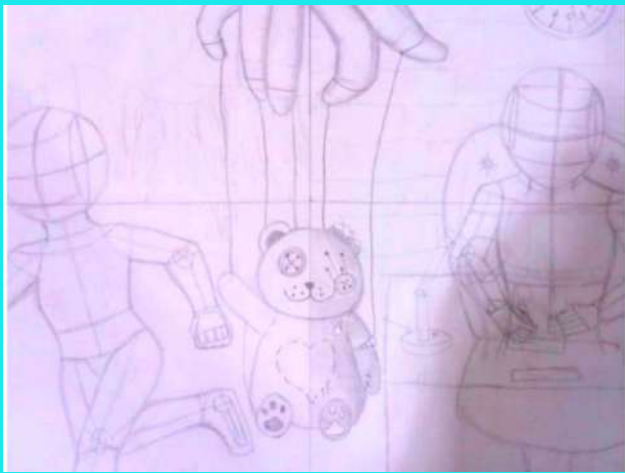
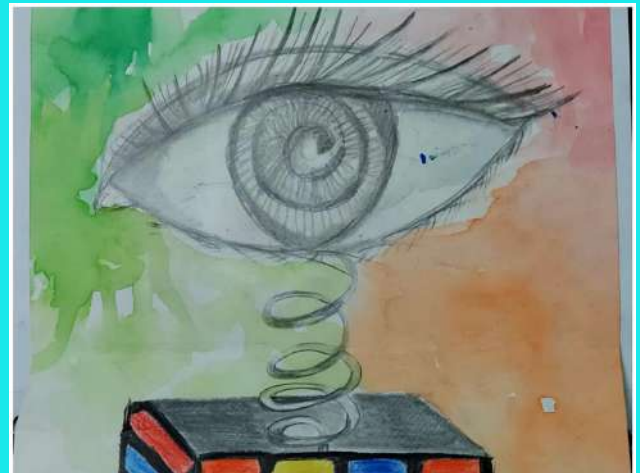
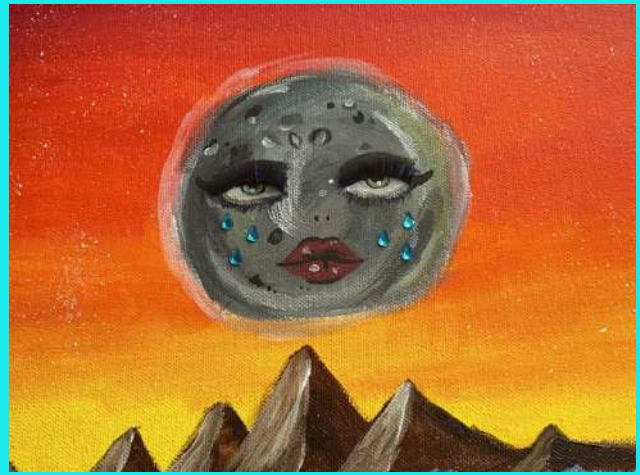
Upon agreeing on the subjects and concepts that the students picked for their stories, we initiated the second part of this unit throughout October by working on different elaborative studies. The students worked on personal targets. Each had the chance to work with the medium of preference and addressed the different skills that were guided by the teacher to achieve a formative understanding of criterion B. Meanwhile Criterion C was evidently present when creating different alternatives and options for their artworks. The students mostly were engaged and managed to plan their own process and outcomes leading the way towards the final artworks for the summative. Specific classes were designated for rearranging the process journal adding annotations and research notes.

VISUAL ART

Storytelling

- **Assessment Overview:**

The students' formative semi finals helped them plan for a good response in the summative, along with their process journals. The students reflected and evaluated the whole process of the unit and linked the final outcome with different artworks. 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

Sell me That! (Digital Marketing Poster)

- **Key Concept: Communities**
- **Related Concepts: Adaptation, Markets & Trends**
- **Global Context and Exploration: Personal and Cultural expression (Products)**
- **Statement of Inquiry: The Adaptation of selected information creates markets for Products within communities.**

ATL Skills:

- **Communication Skills: Interpret and use effectively modes of non-verbal communication.**
- **Research Skills (Media-literacy): Demonstrate awareness of media interpretations of events and ideas (including digital social media).**
- **Self Management Skills (Reflection): Keep a journal to record reflections.**

DESIGN

Sell me That! (Digital Marketing Poster)

- Unit Overview:

The students are finalizing this unit and preparing to sum up their work and findings for the final assessment. The main aim is to analyze both client and target audience desires and use those to digitally create the promotional poster.

- Activities and Tasks Overview:

Students have finalized their research, both primary and secondary, and analyzed the results. They have also worked on collecting different images and used those to create their respective mood boards which will be their base for creating the final poster. We have also started working on learning how to use KRITA, a digital program for editing pictures and text, and the students formatively practised it in order to create their final work.

DESIGN

Sell me That! (Digital Marketing Poster)

- **Assessment Overview:**

The students were formatively assessed in both Criterion A (Inquiring and Analyzing) and C (Creating the Solution). They shall also start completing their summative to design a digital marketing poster, covering the strands of all four criteria: A (Inquiring & Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).



DRAMA

Theatre Practitioners 102 “Meyerhold, Beckett”

- **Key Concept: Communication**
- **Related Concepts: Audience and Play**
- **Global Context and Exploration: Identities and Relationships (Physical, Psychological and Social Development)**
- **Statement of Inquiry: Experimental plays may affect the psychological and social development of the audience.**

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 102 “Meyerhold, Beckett”

- Unit Overview:

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

- Activities and Tasks Overview:

We started Meyerhold biomechanics system elements performance. It focuses on knowing more about their bodies and what it means to exaggerate your facial expressions for stage performance based on the theater of the picture system by Meyerhold. Learners started writing dialogues to perform and researched and summarized scripts based on physical theater practices. We are still working on the same unit and students are starting to think about their layout of the powerpoints they are going to present by the end of this month.

- Assessment Overview:

A summative assessment was given at the end October. Students created a performance (duo-drama) based on Meyerhold theories. 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

Why Do We Travel?

- **Key Concept: Perspective**
- **Related Concepts: Context and Self-expression**
- **Global Context and Exploration: Scientific and Technical Innovation (Principles and Discoveries)**
- **Statement of Inquiry: Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression.**

ATL Skills:

- **Communication Skills: Make inferences and draw conclusions.**
- **Collaboration Skills: Listen actively to other perspectives and ideas.**
- **Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries & Apply existing knowledge to generate new ideas, products or processes.**
- **Thinking Skills (Critical Thinking): Gather and organise relevant information to formulate an argument.**
- **Transfer Skills: Change the context of an inquiry to gain different perspectives.**

ENGLISH LANGUAGE AND LITERATURE

Why Do We Travel?

- Unit Overview:

In October, we continued working on the unit 'Why Do People Travel?'. Students learned more about blog writing components and structure through many activities.

- Activities and Tasks Overview:

Through interactive sessions, students wrote letters from their 80-year-old self to their younger selves talking about travel experiences and the role travel has played in their life. They also brainstormed ideas of how to adapt to new environments, whom to travel with, essentials needed for travelling, travel planning and safety tips.

ENGLISH LANGUAGE AND LITERATURE

Why Do We Travel?

- **Assessment Overview:**

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

FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Key Concept: Communication
- Related Concepts: Point of View and Empathy
- Global Context and Exploration: Fairness and development (Human Capability and Development)
- Statement of Inquiry: Every child has the right to go to school in the whole world. Opening up to the challenges others face in accessing education can help us better understand what we need to do to make the world a better place.

ATL Skills:

- Communication Skills: Give and receive appropriate feedback.
- Collaborative Skills: Reaching consensus.
- Thinking Skills (Creative Thinking): Brainstorm and use visual diagrams to generate new ideas and research.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations. Consider ideas from different perspectives.
- Self-management Skills (Reflection): Consider content: What did I learn today? What yet I don't understand ? What questions do I have now?

FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Unit Overview:

Students discovered what education is, why we go to school and types of schools. They discovered what the different forms of education are, and how some people go to school in some countries. Learners will also discover why education is a fundamental right for the majority of countries and that we are all equal when it comes to education.

- (Phase 1) “Emergent level”:

Learners continued working on how to present themselves orally and in writing form. They learned new vocabulary to help them in forming sentences. They learned the numbers from 30-60. They did several activities that helped them comprehend the material covered with ease.

FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- (Phase 2) “Emergent level”:

Learners continued working on the same unit “Education for all, Education for Peace.” by identifying time in French and means of transportation each learner uses to go to school by watching videos and sharing their answers. After that learners started identifying the uniforms of school and the stages of education in France by going through different activities and strategies. Learners worked on reflecting their emotions about peace by drawing and writing quotes.

FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Phase 3 “Capable level”:

Learners continued exploring the first unit “Education for all, Education for Peace.”

They analysed photos and reflected on them about education . They read texts and watched videos about Girls education in developing countries. They explored who Malala is by going through research , videos , texts and articles. Learners watched many videos about equality between boys and girls in the whole world. Learners also reflected on their learning after each lesson and activity. Learners enjoyed doing activities , drawings and expressed their emotions about Lasallien month of Peace.

Learners have received extra worksheets to work on their level and to enrich their knowledge. They are also exploring a new proverb every week besides the short stories every month.

- Assessment Overview:

Learners went through their formative assessment in Criterion A (Listening) and Criterion B (Reading) on Tuesday 12th of October.

In November, 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

Can individuals make a difference in shaping the world?

- Key Concept: Global Interactions
- Related Concepts: Significance and Identity
- Global Context and Exploration: Fairness and Development (Civic responsibility and the public sphere)
- Statement of Inquiry: Individuals can play a significant role in the development of their nation states and in the nature and development of global interactions.

ATL Skills:

- Research Skills (Information Literacy) → Access information to be informed and inform others.
- Thinking Skills (Transfer): Inquire in different contexts to gain a different perspective.
- Organization Skills: Use appropriate strategies for organizing complex information.
- Self-management Skills (Reflection): Consider content (What did I learn about today? What don't I understand yet? What questions do I have now?)
- Social Skills (Collaboration): Listen actively to other perspectives and ideas.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations.

INDIVIDUALS AND SOCIETIES

Can individuals make a difference in shaping the world?

- Unit Overview:

Our first unit focuses on significant individuals throughout history. Students explore what makes a person significant and our civic duty towards our communities.

- Activities and Tasks Overview:

Students revised how to create action plans and evaluate sources using the OPVL method needed for conducting a proper research paper. Students started working on their formative assessment where they were asked to identify a significant individual from different given categories (medicine and industry, trade, innovation, art and culture, intellectual and ideological movements, conflict and peacemaking, empires and alliances, political and social change). After choosing their significant individual, they gathered information about him/her to support their judgement. Students were asked to present their work as a PowerPoint, an essay or a poster.

INDIVIDUALS AND SOCIETIES

Can individuals make a difference in shaping the world?

- **Assessment Overview:**

Students are being prepared for their Summative Assessment through completing their Formative Assessment. At the end of the unit, students will be assessed according to all Criteria; Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically).

MATHEMATICS

From Measuring Triangles to Modelling Periodic Phenomena

- **Key Concept: Relationships**
- **Related Concepts: Models and Quantities**
- **Global Context and Exploration: Scientific and technical innovation (Methods)**
- **Statement of Inquiry: Relationships between quantities can lead to better models and methods.**

ATL Skills:

- **Thinking Skills (Critical-thinking): Propose and evaluate a variety of solutions; Draw reasonable conclusions and generalizations.**

MATHEMATICS

From Measuring Triangles to Modelling Periodic Phenomena

- Unit Overview:

In this unit, students learned more about some trigonometric rules for the relation between the angles and sides of different types of triangles (sine and cosine rule) and how to find unknown sides and angles. Also they learned about Bearing and its relation to real-life situations.

- Activities and Tasks Overview:

Students explored and derived some trigonometric rules for both right angled or other kinds of triangles (sine and cosine or trigonometric ratios for right angle triangles). They practiced applying them in different situations and they could decide the suitable rule to use according to the given information. Also they learned the difference between angles of elevation and depression in real life situations. They were introduced to bearings and worked on some problems. They solved a variety of questions that are related to all what they have learned together

MATHEMATICS

From Measuring Triangles to Modelling Periodic Phenomena

- **Assessment Overview:**

Students were given summatives in Criterion A (Knowing and Understanding) and Criterion B (Investigating Patterns). As well as Criteria C (communicating) and D (Applying Mathematics in Real Life Context)

MUSIC

Instrument Performance (Piano 2)

- Key Concept: Communication
- Related Concepts: Play and Expression
- Global Context and Exploration: Personal and Cultural Expression (Artistry)
- Statement of Inquiry: Each instrument performance can express the player's identity and artistry.

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 2)

- 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 proper manner.

- Activities and Tasks Overview:

Upon finishing the unit, learners are now able to perform on the piano due to 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 so that they could relate more to the performing process. Together, we materialized previously known songs into a music sheet and performed them on the piano.

MUSIC

Instrument Performance (Piano 2)

- **Assessment Overview:**

Learners were assessed according to all criteria: (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding). 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. However, the difficulty of the exercises gradually increased. Along with that, students were asked to write down their reflections about the unit.

BIOLOGY

DNA – the life molecule

- **Key Concept: Relationships**
- **Related Concepts: structure, form, function, models**
- **Global Context and Exploration: Scientific and technical innovation: an exploration of the way a model is transforming our understanding of life**
- **Statement of Inquiry: Understanding DNA models could empower humans to transform food, health products and even the species we share our planet with, if we choose, in different forms and functions.**

ATL Skills:

Communication Skills:

- **Collaborate with peers and experts using a variety of digital environments and media**

Self Management Skills (Reflection Skills):

- **Managing time and tasks effectively;**
- **Plan short- and long-term assignments;**
- **Meet deadlines;**
- **Create plans to prepare for summative assessments (examinations and performances)**

Thinking Skills (Critical Thinking Skills):

- **Analysing and evaluating issues and ideas;**
- **Interpret data;**
- **Evaluate evidence and arguments**

BIOLOGY

DNA – the life molecule

- Unit Overview:

In this unit, students learned the structures of DNA and RNA, the process of DNA replication, and the process of protein synthesis. They also understood how errors in DNA replication can give rise to mutations.

- Activities and Tasks Overview:

The teacher used visual representations to address the content of the unit. The students drew, labelled and annotated DNA structures. also the student. They learned how to calculate percentages of nucleotides in DNA and tackled a study sheet and the book's questions.

BIOLOGY

DNA – the life molecule

- Assessment Overview

Students were assessed formatively and summatively in Criterion A (Knowing and understanding).

PHYSICS

Transformation By Steam

- **Key Concept: Systems**
- **Related Concepts: Energy, Development and Transformation**
- **Global Context and Exploration: Orientation in Time and Space (Exchange and Interactions)**
- **Statement of Inquiry: Developments in our understanding of basic science systems, for example of changes of state and energy, have led to technological breakthroughs that have resulted in major transformations in society over time.**

ATL Skills:

- **Self-Management (Reflection Skills): Develop new skills, techniques and strategies for effective learning.**
- **Self-Management Skills (Organization Skills): Plan short- and long-term assignments; meet deadlines.**

PHYSICS

Transformation By Steam

- Unit overview:

This unit aims to explain energy transfer. Students learn about different types of energy and how to increase efficiency of heat transfer. In this unit, students will learn how the power of steam has led to the European Industrial Revolution that changed the entire world and introduced the term 'mass production'.

- Activities and Tasks Overview:

Students communicated and discussed the difference between the terms conduction, convection and radiant energy as a method of transferring heat energy. Students also communicated and discussed the how infrared radiation is detected and explored the term specific heat capacity and applied their skills and knowledge to solve different problems related to these terms.

PHYSICS

Transformation By Steam

- **Assessment Overview:**

Students have been assessed in Criterion D (Reflecting on the Impacts of Science) and practised Criterion A (Knowing and Understanding) formatively in class. They have applied scientific knowledge and understanding to solve problems related to the unit. In addition, students will have a summative assessment at the end of the unit in Criterion A (Knowing and Understanding) by applying their gained knowledge and understanding in energy, work, power, pressure and specific heat capacity.

- **Service as Action:**

Students will explore ways to spread awareness about energy and how heat transfer efficiency can be increased.

CHEMISTRY

Molecules and Metals in our Lives

- **Key Concept: Relationships**
- **Related Concepts: Environment , Consequences and Transfer**
- **Global Context and Exploration: Globalisation and sustainability (the balance between our reliability on organic chemicals and their responsible use)**
- **Statement of Inquiry: The idea of thinking globally, acting locally is important to the protection of fragile ecosystems.**

ATL Skills:

- **Social Skills (Collaboration skills) → Help others to succeed; Listen actively to other perspectives and ideas; Encourage others to contribute; Exercise leadership and take on a variety of roles within groups; Practise empathy**

CHEMISTRY

Molecules and Metals in our Lives

- Unit Overview:

In this unit, students explored how to show covalent bonding and knew more about the properties of covalent compounds. Students will make considerable use of models showing how atoms react to form molecules, and models that show the structure of covalent compounds.

- Activities and Tasks Overview:

Brainstorming activities to draw the structure of covalent compounds and students explained the physical differences between the ionic and covalent compounds

CHEMISTRY

Ions and Our Health

- Assessment Overview

Students practised and revised their knowledge about molecules through a formative assessment in Criterion A (Knowing and understanding). A summative assessment for Criterion A (Knowing and understanding) will be done to evaluate the knowledge students gained throughout the unit.

PERSONAL PROJECT

- ATL Skills:

Self Management Skills (Organization Skills):

Plan short- and long-term assignments; meet deadlines

- Personal Project Overview:

Our year 5 MYP learners began creating a chart and dividing resources into primary and secondary. They started to work on their success criteria. Students planned how they will create their product and relate it to criteria. We will be working on gathering information that will help students with the content.