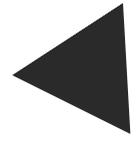


COLLÈGE DE LA SALLE FRÈRES

MYP **NEWSLETTER**
2020

YEAR 1



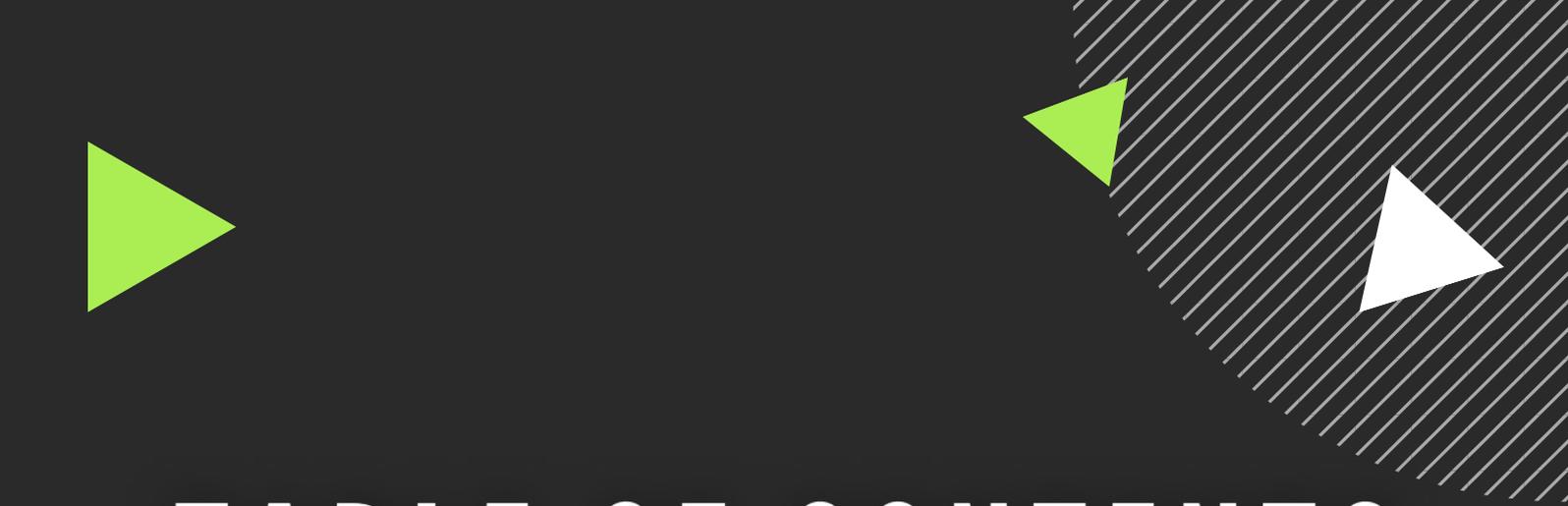


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ARABIC LANGUAGE

من صميم الحياة والواقع

- التّواصل
- الأحداث - الموضوع - مكان أو زمان الأحداث.
- (الهويّات والعلاقات (احترام الذات)
- التّوجّه من حيث الزّمان والمكان (الهجرة)

- المفهوم الرّئيس :
- المفاهيم ذات الصلة :
- السّياقات العالميّة
- والاستكشافات :

يُعتبر الأدب وسيلة للتّواصل والتّعبير عن التّاريخ والحضارات والتّرحال وصلة الأفراد بالحضارات، واكتشاف الجنس البشريّ في أيّ مكان وزمان الأحداث في كلّ المجتمعات الإنسانيّة.

- جملة البحث والاستقصاء :

المهارة البحثيّة:
السعي للحصول على مجموعة من وجهات النظر من مصادر متعددة ومتنوعة. مهارة التّفكير: تقييم الشواهد والحجج.

- مهارات أساليب التّعلّم :

نظرة عامة على الوحدة :

سيقوم الطّلبة بتحليل القصص المتنوعة في كتاب " روت لي الأيام " للكاتبة اللبنانيّة إملي نصر الله، تحليلاً أدبيّاً، كما أنّهم سيقومون بقراءة وتحليل قصص قصيرة أخرى. سيقوم الطّلبة بتوظيف مهارة البحث وذلك من خلال جمع البيانات، كما أنّهم سيوظفون مهارة التّواصل من خلال الاستماع لقصص وعروض تصويريّة تخدم الوحدة.

نظرة عامة على الأنشطة والمهام :

تمّ التّعرف إلى السّياق العالميّ، والمفهوم الرّئيسيّ، والمفاهيم المرتبطة. تمّ تحليل عبارة التّساؤل. تمّ قراءة وتحليل قصّة حسّون الغرّبة. تمّ قراءة وتحليل قصّة المدينة والحلم. تمّ قراءة وتحليل قصّة بكاء في غابة شماليّة. تعرّف الطّلبة إلى جمع التّكسير. نظرة عامة على التقييم - التقييمات التكوينية والختامية :

نظرة عامة على التقييم:

التقييمات التكوينية والختامية تعرّض الطّلبة لتقييمات تكوينيّة عديدة منها: كتابة فقرة عن الغرّبة. مقارنة بين حياة أهل المدينة وأهل الرّيف.

VISUAL ART

Nature and Expression

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Innovation and Expression
- Orientation in Space and Time (Natural and human landscapes and resources)

- Statement of Inquiry :

Change in the way we see natural and human landscapes can express innovation

- ATL Skills :

- 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.
- Research (Information literacy) : Make connections between various sources of information./Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking Skills (Transfer) : Combine knowledge, understanding and skills to create products or solutions.

Month Overview :

As we approached the end of the second unit, students experimented with different mediums such as oil pastel and acrylic paint. They learned to mix colors, impose brush strokes and learn from the great landscape masters such as Monet and Van Gogh. The students were also able to transfer knowledge acquired about landscapes by learning more about Jordan's beautiful sights and landscapes, as they also learnt the different effects light, season and geographic atmosphere affect a landscape artwork.

Activities and Tasks Overview :

Upon finishing all activities that helped the students develop their skills (Criterion B) as well as the knowledge and understanding of this unit (Criterion A), they were able to develop a sense of judgement that allowed them to investigate natural and human landscapes from Jordan. They were able to choose between different painting and drawing techniques to capture the essence of the locations they picked and this was done, in a formative way in preparation for the summative assessment.

Assessment Overview :

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). The responses to this creative endeavour allowed students to be more critical of their choices, and more aware of the value of art that portrayed the beauty of our country



DESIGN

Learning Can Be Fun!

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Development
- Form and Innovation
- Scientific and technical innovation (Methods)

- Statement of Inquiry :

Innovations in methods causes development in forms

- ATL Skills :

- Research Skills (Information-literacy) :
Access information to be informed and inform others
- Thinking (Creative Thinking Skills) :
Design new machines, media and technologies
- Social (Collaboration Skills) : Help others to succeed

Month Overview :

In this month, we concluded our first unit and started working on our second unit. This unit will include an introduction to coding using Scratch (an online app and platform) with the aim to create a simple game to aid in learning.

Activities and Tasks Overview :

The students were introduced to the different terms relevant to the unit and we did activities to understand them more. The students performed some research to compare terms and presented their findings, they also played a memory game to understand how games can be educational. We were introduced to different types of learning disabilities with our counselor Ms. Renad who explained them, and the students started thinking of ways to aid in learning. We also started learning some coding skills which will be helpful when we create the final product using Scratch.

Assessment Overview :

Formative assessments including tasks in the students' abilities to analyze and to research the meaning of the different terms were given, and they presented their work in papers and presentations to demonstrate understanding. Another formative assessment involved using the codes they learned to create a simple game and present their game to their peers.

DRAMA

Types of Characters

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Aesthetics
- Genre, Role.
- Orientation in space and time (people)

- Statement of Inquiry :

Knowing the difference between characters in different drama genres and the way to connect with them.

- ATL Skills :

- Social Skills (Collaboration) :Working effectively with others Practice empathy
- Research Skills (Information Literacy) : Finding, interpreting, judging and creating information Collect, record and verify data.

Month Overview :

The unit focuses on storytelling and types of characters, using research and techniques of telling a story. This month we focused in particular on how to give a style for our dramatic characters and how to perform storytelling.

Activities and Tasks Overview :

Students started to learn the full elements of telling a story and types of characters. They developed a short story; first, the introduction, then, the body and finally the ending of the story. Students also learned how to present their stories and drive the situation they want to talk about clearly to the audience.

Assessment Overview :

The summative assessment will be given at the end of this month. It will be about storytelling using story elements and narration techniques. They will film themselves while they are narrating the story they wrote.

ENGLISH AND LITERATURE

A Warning to Humanity

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Creativity
- Character and Self-expression
- Scientific and Technical Innovation (Adaptation)

- Statement of Inquiry :

The creativity and self-expression of a character may control the way humans adapt the environment to their needs.

- ATL Skills :

- Communication Skills :
Read critically and for comprehension, Write for different purposes, Negotiate ideas and knowledge with peers and teachers & Give and receive meaningful feedback.
- Thinking Skills (Critical Thinking) :
Gather and organize relevant information to formulate an argument & Consider ideas from multiple perspectives.
- Thinking Skills (Creative Thinking) :
Make guesses, ask 'what if' questions to generate testable hypotheses & Generating novel ideas and considering new perspectives.
- Social Skills (Collaboration) :
Working effectively with others & Practise empathy.

Month Overview :

In November, students read and analysed the play Frankenstein.

Activities and Tasks Overview :

Through interactive sessions, which included games and group work, students read and analysed the Prologue, Acts 1-4 and the Epilogue from the play Frankenstein. They learned how to debate and to support their point with strong justification. This helped them consider multiple perspectives and defend irresponsible characters. Learners also assumed the role of different characters, which prepares them to write a well-developed, effective diary entry at the end of the unit.

Assessment Overview :

Students will be formatively and summatively assessed at the end of the unit. They are expected to write and present a diary entry.

FRENCH LANGUAGE

Who Am I? What is my identity?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Culture
- Purpose and Accent
- Identities and Relationships (Identify Formation)

- Statement of Inquiry :

The purpose of every nation's culture is to specify its identity as well as the accent of the spoken language.

- ATL Skills :

- Communication Skills :
Give and receive meaningful feedback
- Research Skills (Information-literacy) :
Access information to be informed and inform others.
- Thinking Skills (Critical Thinking) :
Interpret data

Month Overview :

We are still covering the same unit. Our first unit focuses on the meaning of identity and what builds people's identities. Students explored and learned about several French speaking countries and their cultural backgrounds.

Activities and Tasks Overview (phase 1) :

Learners revised the numbers from 0 - 70, the days of the week and the months of the year. Then, learners identified verbs of the first group in the present form in addition to that, learners identified "le verbe être et le verbe avoir" in the present form with their uses. After that, they learned how to describe someone using the adjectives and the verbs they have learnt.

Assessment Overview (phase 1) :

We covered Criteria A (Listening) and B (Reading) by doing a summative assessment on the 4th of November, 2020. We will prepare another summative assessment on the 10th of December to cover criteria A (Listening) and B (Reading) and on the 16th of December to cover criteria C (Speaking)

Activities and Tasks Overview (Phase 2) :

Learners talked about their identities and what makes them different. They expressed that topic by writing a paragraph about themselves. They also learned about the prepositions that we use with cities, countries and continents. Learners learned more about specific French speaking cities around the world and to which countries they belong, as well as knowing more about the monuments in these cities. Learners revised the vocabulary related to the members of the family, they talked about their family members and at the end of this topic each student made a family tree. Also, they learned the verb to have "Verbe avoir", how to conjugate it and when to use it. Adjectives "Les adjectifs qualificatifs" that are used to describe objects or people were covered as well. Learners talked about what they like and dislike "Mes goûts" by using the right expressions. At the end of this lesson, they submitted a survey of what they like and dislike. Moreover, the verbs of the first group that end with -er, how to conjugate and use them were covered. They learned how to describe themselves and describe others physically, at the end of this lesson the students wrote a description of themselves as well as customizing their own digital character and presented their work to the class.

Assessment Overview (Phase 2) :

We covered Criteria A (Listening) and B (Reading) by doing a summative assessment on the 4th of November, 2020. Other Summative assessments will be held during December.

INDIVIDUALS AND SOCIETIES

How can maps provide us with a sense of time, place and space?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Time, Place and Space
- Resources, Perspective and Scale
- Orientation in Space and Time (Turning Points and Big History)

- Statement of Inquiry :

Maps provide insights into time, place and space and show how the world has changed over time, but different perspectives can affect them.

- ATL Skills :

- Communication Skills : Understand and use mathematical notation.
- Thinking Skills (Critical Thinking) : Draw reasonable conclusions and generalizations.
- Thinking Skills (Creative Thinking) Create original works and ideas; use existing works and ideas in new ways.

Month Overview :

During this month, we have started a new unit on maps. Students will explore the elements of maps, their history and the different projections. At the end, students are expected to create their own judgement whether a map can be trusted as a source of information or not.

Activities and Tasks Overview :

Students were engaged in several activities that helped them learn the elements of maps. They used their knowledge to create maps of their own surroundings. After that, they watched an educational video on the history of maps which was accompanied by a guiding worksheet and lots of discussions. Then, they were introduced to the concept of Perspective since it is one of our related concepts. They linked their understanding of what the word means to their knowledge about maps. Finally, they learned about the different map projections and their uses and their most important features. Students were becoming more critical of the information presented to them by identifying if it shared facts or opinions.

Assessment Overview :

At the beginning of December, students will start their formative assessments process followed by the summative. The assessments will cover all criteria. They will be research based.

MATHEMATICS

Fractions

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Form
- Equivalence, Quantity and Representation
- Identities and relationships (Human Connections)

- Statement of Inquiry :

Different forms of representing equal quantities can help in exploring human connections on certain occasions.

- ATL Skills :

- Collaboration Skills : Listen actively to other perspectives and idea
- Critical Thinking Skills : Draw reasonable conclusions and generalizations
- Communication Skills : Give and receive meaningful feedback

Month Overview :

In this month, we finished everything related to the first unit including the summative assessments. Then, we started the new unit which is about fractions, decimals and percentages.

Activities and Tasks Overview :

Students revised what they know about fractions from the worksheet given and powerpoints. Then, they practiced representing fractions in different forms including diagrams. They watched a video about simplifying fractions and used the information to solve questions. Not all the lessons for this unit are from the book, extra material was given through powerpoints and worksheets to help students understand the required material.

Assessment Overview :

Students did the first summatives for the previous unit, which include Criterion A (Knowing and Understanding), Criterion B (Investigating Patterns), Criterion C (Communicating) and D (Applying Mathematics in Real-life Contexts). Formative assessments for the new unit are applied through given pieces of homework.

MUSIC

DIY Instruments

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Innovation and Structure
- Personal and Cultural Expression (Creation)

- Statement of Inquiry :

Creation and innovation can change the world into a better place through proper structures.

- ATL Skills :

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

Month Overview :

This month we have continued to tackle the same unit. Students will learn how to create a musical instrument using materials of their choice.

Activities and Tasks Overview :

After studying different types of instruments, each student chose his/ her own instrument that they need to work on during this month. The students presented their ideas through powerpoint presentations that explained the creation process step by step and the materials they were going to use. They also learned how to use the (tuner application) and how they should tune their instruments in order to produce four musical sounds. We had a discussion about any difficulties that might be faced by them during the creation process or the tuning process. A small video showed the final product and gave some notes to make it better when presented.

Assessment Overview :

Students will be assessed summatively at the end of the unit according to their end product.

PHE

Setter (Volleyball skills)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Balance and Refinement
- Identities and Relationships (Physical, Psychological and Social Development)

- Statement of Inquiry :

Positive relationships may refine the emotional and social balance between players.

- ATL Skills :

- Affective Skills :
Practice managing self-talk.

Unit Overview :

This month we started our new unit on volleyball (setter). Students understand the unit overview, and what they should do.

Activities and Tasks Overview :

We focused on the rules of the game and students learned the name of the positions between the players on court. Students watched a video on the rules of volleyball and they started working on powerpoint slides talking about the rules of the game.

Assessment Overview :

Students will have a formative assessment in Criterion A (Knowing and Understanding). Students will be asked to practice oral presentations to get feedback from their teacher and classmates on presentation skills and content presented according to the strands of Criterion A.

SCIENCE

Forces and Safety

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Balance, Movement and Evidence
- Identities and relationships (Physical, psychological and social development)

- Statement of Inquiry :

Through understanding forces, motion and balance, we can make evident changes to improve safety in sports and in our physical development.

- ATL Skills :

- Thinking Skills (Critical-thinking) :
Revise understanding based on new information/ analysing and evaluating issues and ideas- revise understanding based on new information and evidence.
- Communication skills : Reading, writing and using language to gather and communicate information- Read critically and for comprehension

Month overview :

This unit focuses on the forces and the role they play in improving the performance of athletes and reducing the risk of injury by understanding the forces involved. Some of these forces include: gravitational, electrostatic, magnetic, buoyancy, and air resistance.

Activities and Tasks Overview :

In this chapter, we have formulated and communicated scientific questions and ideas based on our reading comprehension, research and investigations. We practiced our knowledge and understanding of the forces that exist and effects of friction force on our lives. Gravitational force helped us to expand our knowledge and understand sports. The design of safety equipment was explored while learning more about forces.

Assessment Overview :

Students will have a Summative Assessment in Criterion A (Knowing and understanding) where they will apply their knowledge of the forces and safety and speed calculations.