

COLLÈGE DE LA SALLE FRÈRES

MYP  NEWSLETTER
2020

 YEAR 2



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ARABIC LANGUAGE

الجهاد ثقافة شعب

- الإبداع
- السّياق/الأسلوب.
- الإنصاف والتّطوير (تخيّل مستقبل واعد)

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

يعكس أسلوب الكاتب وإبداعه معاناة الشّعوب في ظل النّزاعات في سياقات مختلفة سعياً نحو مستقبل أفضل.

- 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 رواية " عائد إلى حيفا " تحليلاً أدبيّاً، كما أنّهم سيقومون بقراءة وتحليل قصص قصيرة متنوّعة. سيقوم الطّلبة بتوظيف مهارة البحث وذلك من خلال جمع البيانات، كما أنّهم سيوظّفون مهارة التّواصل من خلال الاستماع لقصص وعروض تصويريّة تخدم الوحدة.

نظرة عامة على الأنشطة والمهام :

تمّ التّعرف إلى السّياق العالميّ، والمفهوم الرّئيس، والمفاهيم المرتبطة. تمّ تحليل عبارة التّساؤل. تمّ الانتهاء من قراءة رواية عائد إلى حيفا، وسيتم تحليل الرواية تحليلاً أدبيّاً. استضاف الطّلبة السيّد أحمد الشامي لإثراء معلوماتهم في النّزاعات وطرق حل المشكلات، حيث إنّهم كانوا متساقلين وقد بدا ذلك واضحاً من خلال تساؤلاتهم ، كما أنّهم كانوا مهتمّين وقد بدا ذلك واضحاً من خلال مشاركتهم الفعّالة.

نظرة عامة على التقييم :

التقييمات التكوينية والختامية تعرّض الطّلبة لتقييمات تكوينيّة متنوّعة منها: تقمّص الطّلبة شخصيّة سعيد وقاموا بكتابة مقالة تصف مشاعرهم وتخيّلوا أنفسهم مكان الشّخصيّة الرّئيسة في الرواية (سعيد) عند لقاء ابنه بعد عشرين عاماً. قام الطّلبة بكتابة تساؤلاتهم لسعيد من خلال كتابة رسالة.

VISUAL ART

Ways of seeing

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

- Aesthetics
- Interpretation and Boundaries
- Personal and Cultural Expression (Beauty)

- Statement of Inquiry :

Different Interpretations of aesthetical boundaries give beauty a different meaning

- ATL Skills :

- Thinking Skills (Critical-thinking) :
Draw reasonable conclusions and generalizations/Test generalizations and conclusions/Revise understanding based on new information and evidence.
 - Research Skills (Information literacy) :
Collect, record and verify data./Present information in a variety of formats and platforms.
 - Thinking Skills (Transfer) :
Combine knowledge, understanding and skills to create products or solutions.

Month Overview :

In this unit, students investigated the meaning of Aesthetics and how to look at art from a different point of view. They managed to investigate the different sources of inspiration the different artists used in their art, from an eastern to a western aesthetic inspiration, to natural and artificial aesthetical inspiration. They adapted their understanding of famous artworks into an adapted study of their own artwork and theme. Their interpretation and judgement was evident throughout the process, since they covered all four parts of a proper art analysis.

Activities and Tasks Overview:

As the students started developing their painting and coloring skills using oil pastel and watercolors techniques they were now able to develop their formative initial ideas towards a personal sense of aesthetics. Each student had the choice to pick one artist's artwork from the analysis activity and see if they can change, or build on it their own artwork. This formative activity paved the way for their summative as they were now more free to choose the artworks, compare them and then elaborate their aesthetical source of inspiration into their own themes. Students were faced with different inquiries, the unit challenged their creativity and their artistic sense. Some found it easy and some took on the challenge. Art is an expression of the persons' experiences and it is not always easy to grasp, therefore the title of the unit was well embedded in the milestones that the students went through, different ways of seeing were indeed established.

Assessment Overview :

The students were able to present their understanding of how Different Interpretations of aesthetical boundaries give beauty a different meaning. 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). They supported their artwork with remarks, notes and well rounded understanding of the artwork of inspiration.



DESIGN

Your Voice to the World!

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

- Communities
- Resources and Adaptation
- Orientation in Space and Time (Exchange and Interaction)

- Statement of Inquiry :

The adaptation of resources to allow exchange and interaction serves communities.

- ATL Skills :

- Thinking Skills (Critical Thinking): identify trends and forecast possibilities
- Self Management Skills (Organization) : Plan short- and long-term assignments; meet deadlines; Use appropriate strategies for organizing complex information.
- Research Skills (Information Literacy) : Collect and analyse data to identify solutions and make informed decisions.
- Communication Skills : Use and interpret a range of discipline-specific terms and symbols

Month Overview :

In this month, we started our new unit on designing a magazine and how this is relevant to exchanging information and serving communities.

Activities and Tasks Overview :

In this month, we started a new unit involved more with the design and use of the written and the visual elements in order to create a magazine. The students were first introduced to the terminologies of the different parts, including terms used in magazine structure and elements, to learn and understand how to use such specific terms when they design their own work and analyze the work of others. We had some activities relevant to Criteria A and C, such as matching titles with descriptions, analyzing existing magazines using the terms we learned, and using tools in the programme Krita to create magazine covers. We also started working on our GRASPS by introducing the Design Journal to collect all works leading up to the summative submission of the final product.

Assessment Overview:

Formative assessments were mainly to assess skills and competency in using the digital tool 'Krita' to create the cover by recreating a simple example, in addition to starting Criterion A in the journal.

DRAMA

Acting (elements and techniques)

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

- Communities
- Audience and Presentation.
- Personal and Cultural Expression (Practice and Competency)

- Statement of Inquiry :

Competency in presenting your lines may lead to communicating a certain culture with the audience.

- ATL Skills :

- Self-management Skills (Affective) :
Managing state of mind
Emotional management
Practise strategies to reduce stress and anxiety
Self-motivation
Practise managing self-talk
- Research Skills (Media Literacy) :
Interacting with media to use and create ideas and information
Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Month Overview :

This unit focuses on the art of acting techniques and storytelling in dramatic space. This month we focused in particular on the modern acting techniques.

Activities and Tasks Overview :

Students started to watch and practice examples of dramatic storytelling techniques and acting with style. Discussion and applying techniques were more practical.

Assessment Overview :

A summative assessment will be given at the end of this month. It will include a specific technique the student will choose and then he/she will apply it in a short performance.

ENGLISH AND LITERATURE

Is the World Really a Stage?

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

- Connections
- Audience Imperatives, Context and Style
- Fairness and Development (Power and privilege)

- Statement of Inquiry :

Playwrights use their unique style to express their ideas about the power and privilege of different people in certain contexts and impact audiences.

- ATL Skills :

- Communication Skills : Read critically and for comprehension, Preview and skim texts to build understanding, Make effective summary notes for studying, Use appropriate forms of writing for different purposes and audiences, Negotiate ideas and knowledge with peers and teachers & Share ideas with multiple audiences using a variety of digital environments and media.
- Social Skills (Collaboration) : Working effectively with others, Practise empathy & Advocate for one's own rights and needs.
- Thinking Skills (Critical Thinking) : Consider ideas from multiple perspectives.

Month Overview :

In November, students read and analysed the play *The Merchant of Venice*.

Activities and Tasks Overview :

Through interactive sessions, which included games and group work, students read and analysed Act 1 (Scenes 1 & 3), Acts 2 (Scenes 2, 6 & 8), Act 3 (Scenes 1, 2 & 3), Act 4 (Scene 1) and Act 5 (Scene 1) from the play *The Merchant of Venice*. They managed to identify the three main plots in the play, the bond, the caskets and the rings plots, and were able to differentiate between different types of dramatic speeches, monologues, soliloquies and asides. They also learned how to consider multiple perspectives and to defend characters that seem evil, which prepares them to write a well-developed, effective speech 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 speech.

FRENCH LANGUAGE

What is the school for?

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

- Connections
- Meaning, Structure and Purpose
- Fairness and development (Imagining a hopeful future)

- Statement of Inquiry :

The structure of a school is built on fairness and self-development as well as giving a purpose and a meaning for an individual's life and helping them to connect with others from different cultural backgrounds.

- ATL Skills :

- Communication Skills :
Give and receive appropriate feedback.
/take effective notes in class.
- Self-management Skills (Reflection) :
Consider content: what did I learn today?
What yet I don't understand? What questions do I have now
- Thinking Skills (Creative Thinking) :
Use brainstorming and visual diagrams to generate new ideas and inquiries

Month Overview :

We are still covering the same unit. Students learned how to describe a school day. They also learned to tell time in French and how to read a timetable. Also, they described their school as well as what subjects they take. They were able to give ideas about what the school is for. They also discussed the interdiction of mobiles at school.

Activities and Tasks Overview (Phase 3) :

Students learned some verbs to help them describe each school subject. Learners discussed what they prefer as school subjects and what they don't like and why. They watched a video about a teenager at school and answered questions. They described their own school after being exposed to texts about school. They imagined their ideal school. They did some research about "What school is for?" We got plenty of ideas and they posted their ideas on Padlet. We learned the IB learner profile in French and English and found verbs for every attribute. They discussed the idea of forbidding mobiles at school by reading a text and giving their opinions about this topic. All lessons had presentations, videos and games to implement what we took and they were posted as resources on Managebac and Google Classroom.

Assessment Overview (Phase 3) :

Summative assessment criterion C (Speaking) will be held on the 7th of December.

Activities and Tasks Overview (Phase 2) :

Learners identified different school materials and activities. Then, they worked on analyzing a timetable and answered different questions about it. Learners explored the comparative and the superlative by going through different learning engagements, videos and games posted on Google Classroom and on Managebac.

Assessment Overview (Phase 2) :

Learners will sit for a summative assessment on the 7th of December to cover Criteria C (Speaking)

Activities and Tasks Overview (Phase 1) :

Learners went through several topics this month such as; vocabulary about school subjects and how to talk about their favorite school subjects. At the end of this lesson, they customized their own school timetable and shared it with their classmates. Learners talked about their daily routines by using certain vocabulary and verbs to express that. At the end of this lesson, they prepared a paragraph of what they do in their daily routine and shared it with their classmates. Learners revised the three groups of verbs in present form with examples as well as having a look at the reflexive verbs “Les verbes pronominaux” , how to conjugate them and when to use them.

Assessment Overview (Phase 1) :

Summative assessments will be held during December.

INDIVIDUALS AND SOCIETIES

Why are natural environments important to individuals and societies?

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

- Systems
- Sustainability and Resources
- Identities and Relationships (Human impact on the environment)

- Statement of Inquiry :

The relationship between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.

- ATL Skills :

- Communication Skills : Writing for different purposes
- Research Skills (Information Literacy) : Making connections between various sources of information
- Organization Skills : Self-management skills (Managing time and tasks effectively)
- Thinking Skills (Critical Thinking and Creative Thinking) : Applying existing knowledge to generate new ideas, products or processes

Month Overview :

This unit focuses on exploring different natural environments in the world and how they can be seen as a system.

Activities and Tasks Overview :

Students have applied their information literacy and research skills to learn more about biomes and elements affecting climate in various areas around the globe. Students have also examined many ecosystems and the organisms along with food webs in each biome. We have also started to explore the human impact on different environments.

Assessment Overview :

Throughout the unit, students will have continuous and ongoing formal and informal formative assessments which will prepare them for the summative assessment. To succeed, students will need to meet the strands of criteria A, B, C and D.

MATHEMATICS

Ratio, Proportion and Rate

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

- Relationships
- Equivalence, Quantity and Representation
- Globalization and Sustainability (Commodities and Commercialization)

- Statement of Inquiry :

Commodities and commercializations can be influenced by different representation of equivalent quantities

- ATL Skills :

- Creative Thinking Skills : Practice visible thinking strategies and techniques./ apply existing knowledge to generate new ideas , products or processes.
- Collaboration 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 ratio, proportion and rate.

Activities and Tasks Overview :

Students have revised some of the prior knowledge that they need for the new unit, and then we started by applying their knowledge about percentages for solving problems in context. Most of the activities were done using visible thinking routines (creative thinking skills). They also practiced group work where they have to give and receive meaningful feedback using sticky notes. After that, students started with ratios; simplified, equivalent and different forms of representing ratios.

Assessment Overview :

Students had their summative assessment in Criteria A (Knowing and Understanding), C (Communicating) and D (Applying Mathematics in Real-life Contexts) that were related for the first unit. They are having some pieces of homework as a formative assessment in Criterion A.

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 present their ideas through powerpoint presentations that explain the creation process step by step and the materials they are 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 they might face during the creation process or the tuning process. A small video shows the final product and gives some notes to make it better.

Assessment Overview :

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

PHE

Basketball (Pass It)

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

- Communication
- Function and Systems
- Personal and Cultural Expressions (Practice and Competency)

- Statement of Inquiry :

For a basketball system to function effectively, all team members must practice and communicate competently and clearly .

- ATL Skills :

- Communication skills :Use and interpret a range of discipline, specific terms and symbols.

Month overview :

This unit focuses on the FIBA updated Rules 2018. Students learned the rules that changed. They also learned that communication is very important to affect the team system in a good way.

Activities and Tasks Overview :

Students understood what they should do in this unit after going over the unit overview by explaining the concepts and global context. We watched a video about the rules of basketball to make a revision and remember the rules we took in year 1. Then, students started working on the powerpoint slides to talk about the updated rules. They watched a video about the layup skills right & left.

Assessment Overview :

Formative Assessment in Criterion A Students will be asked to write conclusions about the latest changes in rules by FIBA and they will be encouraged to practice oral presentations to get feedback from their teacher on presentation skills and content presented according to the strands of Criterion A.

SCIENCE

Making sense of elements and compounds

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

- Change
- Models, Patterns
- Scientific and Technical Innovation (Industrialization and Engineering)

- Statement of Inquiry :

By changing and innovating matter, we can identify patterns in properties that help us make models, which help us invent new kinds of material.

- ATL Skills :

- Thinking Skills (Critical Thinking) :
Identify obstacles and challenges /
Revise understanding based on new information and evidence/ Gather and organize relevant information to formulate an argument
- Thinking Skills (Creative Thinking) :
Apply existing knowledge to generate new ideas, products or processes
- Communication Skills : Negotiate ideas and knowledge with peers and teachers

Month overview :

This unit shows how scientists built knowledge through time and how they have built models of what they think atoms are like. The technical development allowed us to discover more elements and to discover more about patterns in the periodic table as well as the difference between Medeleev's periodic table and the modern periodic table.

Activities and Tasks Overview :

In this chapter, we have classified materials as elements, compounds and molecules. We have outlined different models for the atom, and described how the patterns in different elements can be used to organize the elements in the periodic table. We have distinguished metals and nonmetals. We explored more about 'Isotope' using mass number, atomic number, number of neutrons and electrons. We shared our ideas and worked in groups to help each other better understand how to find out the protons, electrons and neutrons for different ions. We have researched some questions as we are inquiries and always want to learn more about elements and their uses in our daily lives.

Assessment Overview :

Students successfully submitted Criterion D (Reflecting on the impact of science). We will manage to go through Criterion A at the end of this unit.