

COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020/2021

 **YEAR 1**

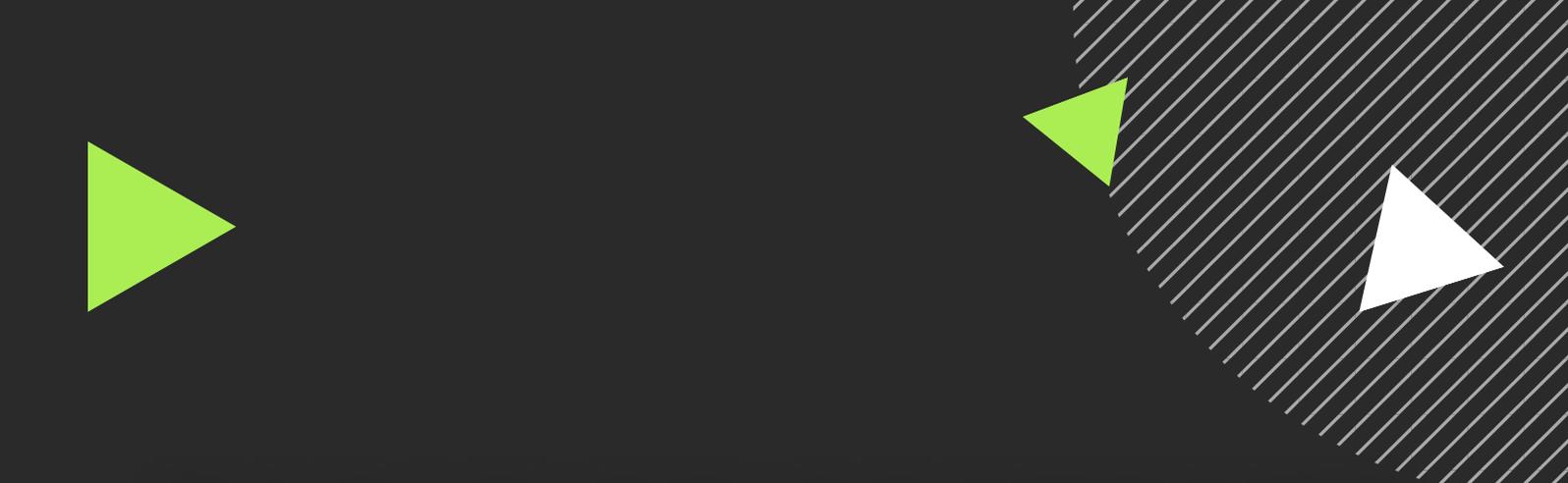


TABLE OF CONTENTS

- 01. Arabic language
 - 02. Visual art
 - 03. Design
 - 04. Drama
 - 05. English & literature
 - 06. French language
 - 07. Individuals and societies
 - 08. Mathematics
 - 09. Music
 - 10. PHE
 - 11. Science
- 

ARABIC LANGUAGE

السفر عبر الأزمان: واحدة متكاملة التخصصات (اللغة العربية و الدراما)

- الروابط / الإبداع
- الغرض / الأسلوب / وجهة النظر.
- الإنصاف والتطوير
- اللامساواة والاختلاف.

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السياقات العالمية
- والاستكشافات :

تعتبر النصوص الأدبية أسلوباً للتعبير الإبداعي عن الغرض ووجهة النظر والتعرف إلى الروابط بين الأدب والأماكن والأزمان ووجهات النظر، ويمكن للآثار الأدبية أن تنتقل بين البلدان والأماكن والأزمنة والعصور، لتبحث في القضايا البشرية والإنسانية.

- جملة البحث والاستقصاء :

مهارة التحليل: تحديد الاتجاهات و إمكانيات التنبؤ.

- مهارات أساليب التعلم :

نظرة عامة على الوحدة :

قام الطلبة بقراءة وتحليل رواية (الأمير والفقير) واستنبطوا أهم القيم والعبر من الرواية، كما أنهم وظفوا مهاراتهم التواصلية من خلال مشاهدة فيلم الأمير والفقير. تم التكامل مع الدراما في فن المسرح وذلك من خلال تحليل وتمثيل مسرحية " الفيل يا ملك الزمان " .

نظرة عامة على الأنشطة والمهام :

قام الطلبة بقراءة فصول رواية الأمير والفقير وقاموا بتحليلها ومشاهدة فيلم الأمير والفقير، كما أنهم قاموا بعمل نقاش صفّي حول تصرفات الأمير والفقير. القواعد والقضايا النحوية: تم الانتهاء من درس كان وأخواتها. تم الانتهاء من درس إن وأخواتها. القضايا الإملائية: تعرّف الطلبة طريقة كتابة كلمة مئة، وقاموا بكتابة فقرة، تطبيقاً للمفهوم.

نظرة عامة على التقييم - التقييمات التكوينية والختامية :

ي تعرّض الطلبة إلى تقييمات بنائية مستمرة لقياس مدى تطوّرهم؛ حيث إنهم تعرّضوا للتقاييم الآتية: تقييم قراءة من خلال تسجيل قراءتهم. تقييم في القضايا النحوية (المعيار د) استخدام اللغة.

VISUAL ART

Portraits And Human Form In Art

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

- Communication
- Narrative and Expression
- Identities and Relationships (Human nature and human dignity)

- Statement of Inquiry :

Human Nature is communicated through expressive narratives

- ATL Skills :

- Communication Skills → Use a variety of media to communicate with a range of audiences.
- Thinking Skill (Critical-thinking) → Revise understanding based on new information and evidence.
- Thinking Skills (Transfer) → Make connections between subject groups and disciplines

Month Overview :

In this unit, students will learn how to draw different portrait details, using geometric shapes and guidelines. They will be able to create a portrait that expresses emotions, concepts, and meaning.

Activities and Tasks Overview :

We started this unit with research about Pablo Picasso's portraits. Students reflected on four different portraits in terms of their style, the art elements used, and the emotional metaphor within. After that, we discussed expressions in art and how different colors, shapes, forms, etc... express different emotions. To develop their drawing skills, students drew and shaded each facial feature (eyes/ lips/ nose) on their sketchbooks and also sketched a human face with the right proportions using the taught tips and techniques. Following that, students will create a mood board to set the emotions and expressions that they want in their self-portrait practice.

Assessment Overview :

All four criteria will be covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



DESIGN

Order Out of Chaos

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

- Systems
- Adaptation and Form
- Globalization and sustainability (Scarcity)

- Statement of Inquiry :

Scarcity causes adaptation of forms to create systems.

- ATL Skills :

- - Self Management (Organization Skills) → Keep an organized and logical system of information files/notebooks; Bring necessary equipment and supplies to class
- - Research Skills (Information-literacy) → Collect and analyse data to identify solutions and make informed decisions
- - Critical Thinking (Thinking Skills) → Revise understanding based on new information and evidence
- - Thinking (Creative Thinking Skills) → Create original works and ideas; use existing works and ideas in new ways

Month Overview :

This month, we finalized the first unit and created our first product. We also started work on the second unit of the semester to design a toy.

Activities and Tasks Overview :

The activities for this month were focused on Objective C requirements, and understanding how to create the product based on their drawings and analysis. The students also learned how to create their process journal and keep track of what they are doing and any changes that took place. They also got to use their products and evaluate their designs. The tasks were mainly focused on building and using their products. Other tasks included understanding how to evaluate success. Work for the second unit included research and tasks to understand how to draw diagrams and write design briefs.

Assessment Overview :

Formative assessments included organizing data in a process journal, and setting the criteria for success. Summative assessment for Objectives C & D was performed as well, the main requirement of which was to create the product and use it, as well as to collect all the work done in a process journal and reflect on the process and the cycle.



DRAMA

Puppetry (Puppets Theater)

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

- Change
- Innovation and Structure
- Fairness and Development (Human Capabilities and Development)

- Statement of Inquiry :

People can innovate, develop and change puppets to be used in well-structured shows

- ATL Skills :

- Communication Skills → Use appropriate forms of writing for different purposes and audiences
- Social Skills (Collaboration) → Working effectively with others/ Practise empathy/ Help others to succeed/ Encourage others to contribute
- Thinking Skills (Creative thinking) → Generating novel ideas and considering new perspectives/ Apply existing knowledge to generate new ideas, products or processes

Month Overview :

Our second Drama unit of the second term talks about puppet theater and types of puppetry through history as we stay connected with the previous unit (types of characters). Also, we are still connected to the Arabic Language and Literature discipline through the interdisciplinary unit (play).

Activities and Tasks Overview :

Students started to develop scripts so they can perform and create characters by puppets. They will also learn how to create a puppet from scratch as well as performing techniques using types of puppetry in theater.

Assessment Overview :

Students have started their formative assessments where they are working in small groups and individually on research and auditioning.

Service as Action :

Students will explore how puppet theatre can be used to show human capability and innovation.

ENGLISH AND LITERATURE

Mystery

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

- Perspectives
- Point of View and Setting
- Identities and Relationships (Lifestyle choices)

- Statement of Inquiry :

Identities and different settings may influence perspectives and lifestyle choices of people.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction.
- Thinking Skills (Creative Thinking) → Make unexpected or unusual connections between objects and/or ideas.
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas.
- Social Skills (Collaboration) → Working effectively with others.
- Self Management Skills (Organization) → Managing time and tasks effectively.
- Research Skills → Make connections between various sources of information.

Month Overview :

In April, students were introduced to a new unit about short stories. They started reading and analysing *The Whole Town's Sleeping* by Ray Bradbury.

Activities and Tasks Overview :

At the beginning of the month, students finished the summative assessments of the previous unit. Through interactive sessions, they were introduced to the concepts and the Statement of Inquiry of the new unit. Then, assuming the role of teachers, each student was assigned a certain story element to explain to others. Students also discussed the biography of the author Ray Bradbury. After that, they started reading and analysing the short story *The Whole Town's Sleeping*.

Assessment Overview :

At the end of the unit, students will be formatively and summatively assessed in Criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They will write a literary response essay analysing the short story *The Whole Town's Sleeping*.

FRENCH LANGUAGE

Holidays and Festivals

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

- Culture
- Function and Purpose
- Personal and Cultural Expression (Philosophies and Ways of Life)

- Statement of Inquiry :

The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction/ Give and receive meaningful feedback/ Use a variety of speaking techniques to communicate with a variety of audiences/ Reading, writing and using language to gather and communicate information/ Read a variety of sources for information and for pleasure/ Make inferences and draw conclusion
- Social Skills (Collaboration) → Working effectively with others/ Listen actively to other perspectives and ideas/ Give and receive meaningful feedback
- Reflection Skills → (Re-)considering the process of learning; choosing and using ATL skills/ Consider content: What did I learn about today? / What don't I yet understand? / What questions do I have now?

- Information Literacy Skills → Finding, interpreting, judging and creating information/ Collect, record and verify data/ Access information to be informed and inform others
- Media Literacy Skills → Interacting with media to use and create ideas and information/ Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)/ Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Creative Thinking Skills → Generating novel ideas and considering new perspectives/ Use brainstorming and visual diagrams to generate new ideas and inquiries

Unit Overview :

In this unit, learners will explore different holidays and festivals that we celebrate and how we express our values and beliefs.

PHASE 1

Activities and Tasks Overview :

We continued working on the same unit “Les fêtes et les festivals”. Learners identified the different types of postal cards. After that, learners worked on writing their own. They learned all about French speaking countries and they identified the meaning of ten French words and used them to write a poem or create a poster. Learners identified “ les verbes modaux” by going through different activities and watching videos and they learned how to use them in simple sentences. Learners also discovered the verbs of the third group in the present form.

Assessment Overview

Learners went through a summative Assessment to cover Criteria A, B and D on April 8th and a summative Assessment to cover Criterion C "Speaking" on the 22nd of April.

PHASE 2

Activities and Tasks Overview :

We wrapped up the unit "Les fêtes et les festivals" where students presented what they prepared for the "Journée de la Francophonie" each student worked on a word from the ten words and prepared a presentation about it. After that, we started with the new unit "A quoi sert l'école" where we started by telling the time in French. Later on, students were able to identify "Les verbes pronominaux" and how they are different from the regular verbs, after this lesson we started talking about our daily routine.

Assessment Overview :

Learners went through a summative assessment Criterion D "Writing". Their next summative assessment will be on the 8th of May in Criterion C "Speaking" The 10th of May Criterion A "Listening" and Criterion B "Reading".

INDIVIDUALS AND SOCIETIES

Where Do We Live?

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

- Change
- Processes and Sustainability
- Identities & Relationships (Identity Formation)

- Statement of Inquiry :

Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.

- ATL Skills :

- Research Skills (Information Literacy) → Finding, interpreting, judging and creating information/ Access information to be informed and inform others
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas/ Draw reasonable conclusions and generalizations/ Develop contrary or opposing arguments
- Thinking Skills (Creative Thinking) → Generating novel ideas and considering new perspectives/ Create original works and ideas; use existing works and ideas in new ways

Month Overview :

We have begun our fourth and final unit of the year. It focuses on the types of settlements as well as reasons for their development.

Activities and Tasks Overview :

Students began this unit by identifying different types of settlements and using their critical thinking skills to find out why they are so different. Then, students reflected together on what is needed to create a perfect settlement. After that, they learned about the settlement hierarchy and their patterns. Then, they learned about the functions of settlements.

Assessment Overview :

Formative and summative assessments are described here whether they were already done or under process.

MATHEMATICS

Geometrical Constructions

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

- Relationship
- Quantity, Space and Validity
- Personal and Cultural Expression (Artistry)

- Statement of Inquiry :

Artistry can be enhanced through understanding validity and relationships of different quantities in space.

- ATL Skills :

- Research Skills (Information literacy) → Use memory techniques to develop long-term memory
- Thinking Skills (Transfer) → Make connections between subject groups and disciplines

Month Overview :

In this unit students learn about different angles and explore the relationships between them as they express their artistry and creativity and explore the global context of personal and cultural expression.

Activities and Tasks Overview :

During this unit, students learned about lines, rays and segments and how to write the name and symbol for each. They also practiced drawing and measuring different angles using a protractor. We watched several videos to help students develop long-term memory. The videos help them understand the steps of drawing and measuring the angles, know the different relations between angles e.g. supplementary and complementary angles. They also had group work activities and investigations about different types of angles and their measurements. As practice (transfer skills) one of our classes was conducted by the art teacher Ms. Madlein Yaghnam, who showed the students the connection between mathematics and art, and how the use of angles affected the drawing.

Assessment Overview :

Students practiced criterion B (Exploring Patterns) by solving two different investigations, both were discussed in class. Formative A (Knowing and Understanding) was practiced through homework and a worksheet.

MUSIC

Instrument Performance (Recorder)

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

- Aesthetics
- Play and Expression
- Personal and Cultural Expression (Practice and Competence)

- Statement of Inquiry :

People may practise playing musical instruments and reach competency to express their aesthetics or to narrate their story.

- ATL Skills :

- Self-management Skills (Affective) → Managing state of mind/ Mindfulness/ Practise focus and concentration
- Self-management Skills (Reflection) → Develop new skills, techniques and strategies for effective learning

Month Overview :

In this unit, students will learn how to play recorder based, read notes and play at the same time.

Activities and Tasks Overview :

After explaining the first three notes (G, A and B), we started to practice the quality of sound, the blowing technique and the values of each note. Students played different exercises that contain different notes and different values. We covered two new notes (E and D) and how to play them, the location on the music staff and how to read it. We explained the difference in the note shapes and how each shape equals the value of the beats. We covered the three beats, two beats, one beat, and the half beat. The students covered different exercises that contained the five notes and the four different shapes of the beats.

Assessment Overview :

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

PHE

Bounce It! Basketball

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

- Change
- Interaction and Adaptation
- Scientific and Technical Innovation (Consequences and Responsibility)

- Statement of Inquiry :

Being responsible for interacting with others and adapting to change may lead to consequences that could benefit the team.

- ATL Skills :

- Self Management Skills (Affective) → collect, record and verify data.

Month Overview :

This month, we started our new unit on basketball. Students understand what they should do in this unit as we went over the overview by explaining the concepts, global context and statement of inquiry.

Activities and Tasks Overview :

We focused on the basketball rules. Students watched a video on FIBA rules and they wrote their notes. Then, they started working on powerpoint slides talking about FIBA rules. Students learned that being responsible for interacting with others and adapting to change may lead to consequences that could benefit the team.

Assessment Overview :

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

SCIENCE

Classifying the natural world

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

- System
- Interaction, Patterns and Development
- Orientation in Space and Time (Exploration)

- Statement of Inquiry :

By understanding the interacting systems of specialized forms and functions of living things, we can make decisions and patterns and take actions for a healthier and more sustainable developed lifestyle.

- ATL Skills :

- -Self management (Reflection skills) → identify strengths and weaknesses of personal learning strategies
- - Communication skills → Reading, writing and using language to gather and communicate information- Read critically and for comprehension/ Take effective notes in class- Express scientific ideas clearly
- - Critical thinking skills: Revise understanding based on new information and evidence

Month overview :

In this unit, we are focusing on the classification of living things. We will be able to gather scientific evidence to help them classify and sort living things into their appropriate groups so we can talk about them easily without any confusion.

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 and explored how to sort and group items in different ways. We identified whether an item is living or non-living. We recognised and characterized living things. We explored and applied a dichotomous key. We identified the six kingdoms and characteristics of each kingdom and explored the history of classification and how technology enabled advancement to be made. We explored the binomial naming system. Finally, we identified the seven levels of classification and understood some characteristics seen at each level.

Assessment Overview :

Students will be assessed through Criterion A (Knowing and Understanding) where they will apply their knowledge of classifying the natural world.