

COLLÈGE DE LA SALLE FRÈRES

**MYP** NEWSLETTER  
*2020/2021*

 **YEAR 2**



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# ARABIC LANGUAGE

## مسؤوليتي تجاه مجتمعي

- المنظور
- وجهة النظر.
- الهويات والعلاقات (التنافس والتعاون).

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

دور الأدب في إبراز وجهة نظر الكاتب حول ضرورة التمسك بالهوية والتعبير عن الذات والتي تعدّ مفتاحاً يوسّع الآفاق ويطوّر العلاقات

- جملة البحث والاستقصاء :

مهارة التّواصل: القراءة والكتابة واستخدام اللغة لجمع المعلومات وتوصيلها.

- مهارات أساليب التعلّم :

المهارة الاجتماعية: مساعدة الآخرين على النجاح.

نظرة عامة على الوحدة :

تمّ الانتهاء من فنّ أدب الرّحلات والكتابة الوصفية. تمّ البدء بوحدة فنّ الشعر؛ فتعرف الطلبة إلى الآتي: مفهوم الشعر. أهم الموضوعات التي يتناولها الشاعر. أهمية الشعر عند العرب قديماً.

نظرة عامة على الأنشطة والمهام :

تعرف الطلبة إلى فنّ الشعر من خلال جمع المعلومات حول: بعض الشعراء العرب، كما أنّهم قاموا بجمع المعلومات حول الشاعر الأردنيّ حيدر محمود. قام الطلبة بتحليل قصيدة " قلبي لغير هوى الأردنّ ما خفقا " وذلك من خلال الآتي: تفسير معاني الألفاظ والمفردات، استخلاص الفكرة الرئيسيّة (العامة) وربطها بمحتوى القصيدة (الأفكار الفرعية والثانوية)، استخلاص الأساليب اللغويّة، بيان دلالة التراكيب ورمزية الألفاظ، شرح الصور الفنيّة والأدبيّة، تحديد العاطفة وأثرها في بنية النصّ. يقوم الطلبة بقراءة بعض الفصول من رواية ( ثمانون يوماً حول العالم ) بشكل مستمرّ.

نظرة عامة على التقييم :

يتعرّض الطلبة إلى تقييمات بنائية مستمرة لقياس مدى تطوّرهم؛ حيث إنّهم تعرّضوا للتقاييم الآتية: تقييم قراءة من خلال تسجيل قراءتهم لقصيدة ( قلبي لغير هوى الأردنّ ما خفقا ). تقييم ختاميّ في الكتابة الوصفية.

# VISUAL ART

## Photography

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

- Communication
- Audience and Narrative
- Scientific and Technical Innovation (Adaptation)

- Statement of Inquiry :

Communicating narratives with audiences through scientific innovation and adaptation

- ATL Skills :

- Communication Skills → Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences. Make inferences and draw conclusions.
- 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.

### Month Overview:

In this unit, students will explore how to communicate narratives through photography and photomontage.

### **Activities and Tasks Overview:**

To start the unit, learners watched a video about the history of photography and discussed the different changes that occurred over time to art and photography. After that, students were introduced to the art of photomontage and conducted a research to create a presentation about some photomontage artists and their works. Furthermore, experiments in the collaging techniques took place using materials that the students got from households; newspapers, magazines, or printed photographs.

### **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

## Let's Have a Seat

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

- Development
- Ergonomics and Form
- Personal and Cultural Expression (Products)

- Statement of Inquiry :

Ergonomics serves the Development of Forms to create Products.

- ATL Skills :

- Communication (Communication) → Interpret and use effectively modes of non-verbal communication
- Research Skills (Information-literacy) → Present information in a variety of formats and platforms
- Thinking Skills (Critical Thinking) → Use models and simulations to explore complex systems and issues
- Thinking Skills (Creative Thinking) → Apply existing knowledge to generate new ideas, products or processes; Practise visible thinking strategies and techniques

### Month Overview :

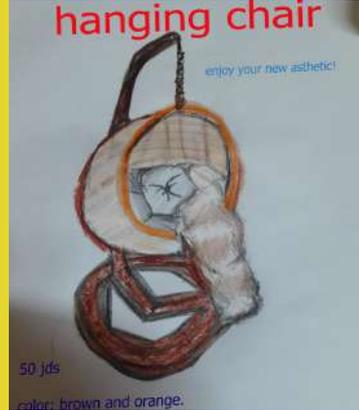
This month, we finalized the first unit and created our first product, the chair. We also started working on the second unit of the semester to design a Rube Goldberg Machine.

### Activities and Tasks Overview :

The activities for this month were related to objectives C & D, to understand how to create a product from a mood board, how to draw a sketch in isometric, and how to evaluate and measure success from simple testing. The tasks were in the form of interactive activities to teach the relevant skills. The students used these acquired skills to create their chair designs and used the designs in posters and brochures to market their design. We also started discussing the concept of machines and how to create a sequence of actions from simple things around the house to eventually perform a task.

### Assessment Overview:

Formative assessments included differentiated tasks aimed at learning how to design based on influences taken from a mood board. Summative assessments included works for Objectives C & D to collect the work done and design and evaluate their final product.



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can be easily washed  
life time expectancy  
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# DRAMA

## Shadow theater

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

- Aesthetics
- Genre, Interpretation and Boundaries
- Orientation in Space and Time (Exchange and Interaction)

- Statement of Inquiry :

Eliminating boundaries and interacting between actors and the audience in shadow theatre can inspire the audience to change their perspective of theatre aesthetics.

- ATL Skills :

- Social Skills (Collaboration) → Working effectively with others/ Practise empathy/ Help others to succeed
- Thinking Skills (Critical thinking) → Analysing and evaluating issues and ideas/ Evaluate evidence and arguments/ Test generalizations and conclusion

### Month Overview :

Our second unit of the second term talks about shadow theater and creating a performance using lights and shadows supported by elements like bodies and props as we stay connected with the previous unit (production elements and masks).

### Activities and Tasks Overview :

Students started to research shadow theater types and techniques. They also started to think about ways on how to create a performance using lights plus watching several of examples for shadowing.

### **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 boundaries in theatre can inspire different aesthetics.**

# ENGLISH AND LITERATURE

## Is Happiness Easily Obtained?

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

- Perspective
- Character and Purpose
- Identities and Relationships (Consciousness and mind)

- Statement of Inquiry :

The perspective of a character may have a clear purpose that is driven by their consciousness.

- ATL Skills :

- Communication Skills → Reading, writing and using language to gather and communicate information & Make effective summary notes for studying.
- Self Management Skills (Affective) → Managing state of mind.
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas.

### Month Overview :

In April, students were introduced to a new unit about short stories. They started reading and analysing *The Landlady* by Roald Dahl. Later, they will read and analyse another short story called *Lamb to the Slaughter* by the same author.

### 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. After that, students started reading and analysing the events and literary devices used in the short story *The Landlady*.

### 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 For and Against essay based on their understanding of the two short stories *The Landlady* & *Lamb to the Slaughter*.

# FRENCH LANGUAGE

## My Family

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

- Relationships
- Context and Empathy
- Identities and Relationships (Happiness and the Good Life)

- Statement of Inquiry :

The relationships and connections we make with others help shape our personality and make sense of our identity.

- ATL Skills :

- Communication skills: Read critically and for comprehension. Write for different purposes. Use a variety of speaking techniques to communicate with a variety of audiences./ Give and receive meaningful feedback. Use appropriate forms of writing for different purposes and audiences.
- Collaboration skills: Manage and resolve conflicts with others, and work collaboratively in teams. Build consensus.
- Transfer skills: Utilise effective learning strategies in subject groups and disciplines. Apply skills and knowledge in unfamiliar situations.
- Creative thinking skills : Use brainstorm and visual diagrams to generate new ideas and inquiries.
- Critical thinking skills: Gather and organize relevant information to formulate an argument. Practice observing carefully in order to recognise problems.
- Information literacy skills: Accessing information to be informed and inform others.

### **Month overview:**

In this unit, learners will be able to talk about their families and describe someone physically and morally. They will explore the idea of staying with a French family. They will express what they do as household chores to help at home, and they will get some ideas for gifts. They will describe a visit that they had by discovering the past tense. They will talk about their favorite book or film.

### **PHASE 3**

#### **Activities and Tasks Overview :**

We continued this month with our unit "My Family" and we finished it. Students continued exploring "le passé composé" with the two helping verbs "avoir et être". We explored this topic through videos, power points, links with self assessment and they described what they did last week. We explored how to describe a book or a film that they recently watched or read. They wrote a description about that. They had vocabulary in French about some "gifts". They had self-assessment about this topic by listening to a dialogue and doing some activities online. They also got to know how to say this or that in French "les adjectifs démonstratifs". Students did their reflection on Padlet on what they have learnt, what they found difficult and what they found interesting. All the resources are uploaded on both Managebac and Google classroom.

#### **Assessment Overview :**

Summative assessment was done on the 19th of April in Criteria A "Listening", B "Reading" and "D" Writing. We will have our summative assessment in Criterion C "Speaking" on Saturday 8th of May.

## **PHASE 2**

### **Activities and Tasks Overview :**

**We are still working on the same unit "my family". Learners identified parts of the house and the things they have in their rooms by watching a video and going through different activities that are available on the slide. They reflected their understanding on it by describing their houses and their rooms. After that, learners identified the past tense with the helping verbs "être et avoir" by going through activities and watching videos.**

### **Assessment Overview :**

**Learners will go through a summative Assessment to cover Criteria A, B and D on the 8th of May, and a summative to cover Criterion C "Speaking" on the 10th of May.**

## **PHASE 1**

### **Activities and Tasks Overview :**

**We are still working on the same unit "Ma famille". Learners identified "Le passé composé" with the two helping verbs "avoir" and "être". We took several activities regarding this grammar subject. Students learned the parts of the house and were able to describe their house and their room in speaking and writing.**

### **Assessment Overview :**

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

# INDIVIDUALS AND SOCIETIES

How have innovations and ideas changed the world?

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

- Change
- Innovation and revolution, Causality
- Personal and Cultural Expression (Creation)

- Statement of Inquiry :

Innovations and creations are developed by a variety of causes and can bring about lasting change to individuals and societies.

- ATL Skills :

- Thinking Skill (Critical-thinking) → Gather and organize relevant information to formulate an argument.
- Research Skills (Information Literacy) → Access information to be informed and inform others.
- Communication Skills → Give and receive meaningful feedback.
- Self Management Skills (Reflection) → Consider content.

Month Overview :

In this unit, students explored the innovative ideas that have changed the world throughout centuries. They focused their attention on major time periods that witnessed the most change and evolution in the fields of Maths, sciences, philosophy, medicine and politics.

## Activities and Tasks Overview

In order to test students' prior knowledge, they first had to identify what ideas and innovations are. They had a short activity where they chose one idea or innovation to conduct a short research on and present their findings. Then, we moved to the Renaissance Age which was a turning point in history as it is the age known for its innovative ideas and development. Students explored several ideas and innovations that were developed in that age; such as, Humanism, Classicism, Perspective, the printing press and so on. They identified the term Renaissance Man by exploring two examples, Leonardo da Vinci and Michelangelo. After that, we explored the Age of Enlightenment which had the most innovative ideas in the fields of Maths and Science. Students delved into the concept of vaccination and its origins. They were quite fascinated by the genesis of the idea as it is immensely necessary and relevant nowadays; especially with the current state of the world during the pandemic.

## Assessment Overview

Students will continue to conduct formative tasks to implement their knowledge and ensure their understanding. They will receive feedback in order to be well-prepared for the summative assessment. They will be assessed in Criteria A (Knowing and understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

# MATHEMATICS

## 2D and 3D Geometry

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

- Relationships
- Generalization and Quantities
- Orientation in Space and Time (Human and Natural Landscapes)

- Statement of Inquiry :

Generalizing relationships between quantities can help explore the formation of human and natural landscapes.

- ATL Skills :

- Thinking Skills (Transfer) → apply skills and knowledge in unfamiliar situations
- Communication Skills → make effective summary for studying

### Month Overview :

This month, we finished the unit (Algebraic Expressions and Equations). Students have reached a good level of writing and solving equations and inequalities. We are starting a new unit (2D and 3D Geometry) where students will connect the concept of perimeter and area as well as surface area and volume to explore human-made landscapes as a part of the global context orientation in space and time.

### **Activities and Tasks Overview :**

**Students have practiced solving equations in different levels of complexity, they can write the equation using a written description. They also used the concept of inverse function as a way of decoding, connecting that to cryptology. They also worked on investigations to learn about inequalities and solving inequalities. As for the current unit, students are revising prior knowledge using many activities. They are practicing writing effective notes after watching movies, activities or class discussions. During this unit, students will work on relationships and general rules for finding different quantities that help in the formation of landscapes.**

### **Assessment Overview :**

**Our students are having regular formative assessment during classes and in different forms. They had Criterion B (Investigating Patterns) and Criterion C (Communicating) as summative assessment. They are managing the summative in Criterion A (Knowing and Understanding) for the previous unit.**

### **Service as action :**

**Our students worked on an indirect service while finalizing their summative. They prepared games or Math quests that spread fun and learning at the same time.**

# MUSIC

## Instrument Performance (Recorder)

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

- Aesthetics
- Play and Expression
- Identities and Relationships (Motivation)

- Statement of Inquiry :

Motivation may allow people to play musical instruments to express their aesthetics.

- 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

## Football (Freekick)

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

- Communication
- Movement and Space
- Orientation in Space and Time (Duration)

- Statement of Inquiry :

The right duration, spacing and communication between players can help the team to improve their movement inside the field

- ATL Skills :

- Communication Skills → demonstrate persistence and perseverance.

### Month Overview:

We went over the unit's overview and explained the unit's concepts, the importance of space and communication between teammates and how the right duration could help teammates within each other and against their opponents

### Activities and Tasks Overview:

We focused on the football rules. Students watched a video on FIFA rules and they wrote their summary by notes. Then, they started working on powerpoint slides talking about FIFA rules.

### Assessment Overview:

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

# SCIENCE

## Useful Energy IDU (PHE and Science)

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

- System
- Energy, Movement and Transformation
- Scientific and Technical Innovation (Ingenuity and progress)

- Statement of Inquiry :

Our capability to carefully consider energy movement and transformations allows us to have balanced systems and conserve energy in our homes.

- ATL Skills :

- Thinking Skills (Creative Thinking)→Generating novel ideas and considering new perspectives/ Use brainstorming and visual diagrams to generate new ideas and inquiries/ Consider multiple alternatives, including those that might be unlikely or impossible/ Create original works and ideas; use existing works and ideas in new way
- Research Skills (Information literacy)→ Finding, interpreting, judging and creating information/ Access information to be informed and inform others

### Month Overview:

As an IDU celebration, we hosted two speakers. One was a nutritionist and the other was a fitness expert. Students shared their websites (products) with them and reflected on the purpose of integrating science and PHE in creative designs and also explained the reasons for their choice of the disease in helping their families and in spreading awareness around the community. They showed great communication skills using their scientific knowledge and understanding.

### Activities and Tasks Overview:

Through the previous month, we reflected on the environmental impact in using different energy sources. We also learned how to calculate efficiency and power. We went further to scientific notation numbers and how to convert units. Students evaluated their houses regarding heating loss and energy conservation methods that we learnt about and they were able to give recommendations and tips to their parents and families when it comes to purchasing any electrical appliances.

### Assessment Overview:

Students had a formative assessment in Criterion A (Knowing and Understanding) and Criterion C (Processing and Designing) about insulating materials and thicknesses.

### Service as Action:

After learning about efficiency and power, students started to think of ways in which they can conserve energy and conserve heat. Students searched about the renewable energy sources and shared their findings with the class to spread awareness.