

COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020/2021

 **YEAR 2**



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

مسؤوليتي تجاه مجتمعي

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

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

دور الأدب في إبراز وجهة نظر الكاتب حول ضرورة التمسك بالهويّة والتعبير عن الذات والتي تُعدّ مفتاحًا يوسّع الآفاق ويطوّر العلاقات

- جملة البحث والاستقصاء :

مهارة التّواصل: القراءة والكتابة واستخدام اللغة لجمع المعلومات وتوصيلها.

- مهارات أساليب التعلّم :

المهارة الاجتماعيّة: مساعدة الآخرين على النّجاح.

نظرة عامة على الوحدة :

تمّ الانتهاء من فنّ أدب الرّحلات والكتابة الوصفية. تمّ البدء بوحدة فنّ الشّعْر؛ فتعرّف الطلبة إلى الآتي: مفهوم الشّعْر. أهمّ الموضوعات التي يتناولها الشّاعر. أهميّة الشّعْر عند العرب قديمًا.

نظرة عامة على الأنشطة والمهام :

تعرّف الطلبة إلى فنّ الشّعْر من خلال جمع المعلومات حول: بعض الشّعراء العرب، كما أنّهم قاموا بجمع المعلومات حول الشّاعر الأردنيّ حيدر محمود. قام الطلبة بتحليل قصيدة "لبي لغير هوى الأردنّ ما خفقا" وذلك من خلال الآتي: تفسير معاني الألفاظ والمفردات، استخلاص الفكرة الرّئيسة (العامة) وربطها بمحتوى القصيدة (الأفكار الفرعية والثانوية)، استخلاص الأساليب اللغويّة، بيان دلالة التراكيب ورمزية الألفاظ، شرح الصّور الفنيّة والأدبيّة، تحديد العاطفة وأثرها في بُنية النّص. يقوم الطلبة بقراءة بعض الفصول من رواية (ثمانون يومًا 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 (لبي 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 explored how to communicate narratives through photography and photomontage. Students were able to present an idea that was well communicated in the form of a visual narrative. We were able to understand the metaphors of the artistic product from the photomontage created.

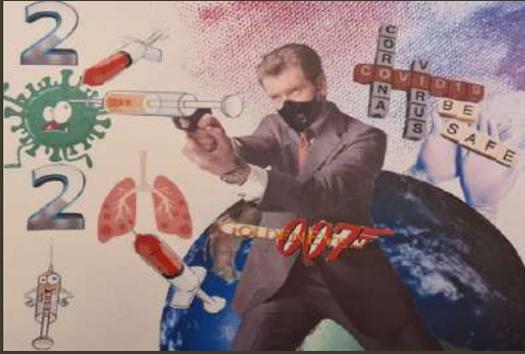
Activities and Tasks Overview:

Process journaling was an important skill addressed throughout the developmental phase of the project. Students were asked to brainstorm ideas and stories that they wish to present in a photomontage. Several sessions took place where experiments in collaging techniques took place using materials that they got from their households; newspapers, magazines, or printed photographs. We also focused on the importance of composition and how the montage should look towards the end.

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).

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DESIGN

Press to Get Things Moving!

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

- Systems
- Innovation and Function
- Scientific and Technical Innovation (Industrialization and Engineering)

- Statement of Inquiry :

Industrialization & Engineering causes the Innovation of Functional Systems

- ATL Skills :

- Communication (Communication): Negotiate ideas and knowledge with peers and teachers; Take effective notes in class
- Thinking Skills (Critical Thinking): Practise observing carefully in order to recognise problems; Revise understanding based on new information and evidence
- Thinking Skills (Creative Thinking): Make unexpected or unusual connections between objects and/or ideas
- Thinking Skills (Transfer): Apply skills and knowledge in unfamiliar situations

Month Overview :

During this month, we worked on the second product design unit to design and create a Rube Goldberg machine which can perform a simple task.

Activities and Tasks Overview :

The activities for this month were focused on understanding the main idea behind a machine, and how to create a series of reactions by launching one action. Students studied different machines and learned how to draw diagrams that would indicate a sequence of events, and how to express the diagrams in models by using simple objects available in the house. One important skill they learned was how to observe problems and adjust them in different trials to finally achieve the results requested and be true Risk Takers.

Assessment Overview:

Formative assessments included both authentic and traditional tasks to understand terms and skills such as drawing diagrams, learning command terms, and observing and recording data to be able to modify. Summative task for this unit was done for all objectives, with the aim to design and create a Rube Goldberg Machine which shall perform a simple task. Each student selected their own task and worked on the objectives based on it.



DRAMA

Press to Get Things Moving!

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

- Systems
- Innovation and Function
- Scientific and Technical Innovation (Industrialization and Engineering)

- Statement of Inquiry :

Industrialization & Engineering causes the Innovation of Functional Systems

- ATL Skills :

- Communication (Communication): Negotiate ideas and knowledge with peers and teachers; Take effective notes in class
- Thinking Skills (Critical Thinking): Practise observing carefully in order to recognise problems; Revise understanding based on new information and evidence
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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 May and June, students finished reading and analysing the short stories *The Landlady* & *Lamb to the Slaughter* by Roald Dahl. They were also introduced to For and Against Essays.

Activities and Tasks Overview :

Through interactive sessions, students analysed story elements while reading *The Landlady*. Then, they read and analysed *Lamb to the Slaughter*. Students also revised and learned new literary devices, and identified elements of horror stories. They also learned more about Subject-Verb Agreement. At the end of the unit, they were introduced to the structure and style of For and Against Essays, which they used to analyse the short stories they read.

Assessment Overview :

At the end of the unit, students were formatively and summatively assessed in Criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They wrote a For and Against essay based on their understanding of the two short stories *The Landlady* & *Lamb to the Slaughter*.

FRENCH LANGUAGE

Traveling plans (Phase 3)

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

- Culture
- Message , Purpose and Meaning
- Orientation in space and time (Exchange and interaction)

- Statement of Inquiry :

The purpose of traveling is to expose individuals to new cultures in a certain time and a specific place and help them to interact with others through different means of communication in order to deliver clear messages despite cultural and linguistic barriers.

- ATL Skills :

- - Communication Skills → Give and receive meaningful feedback. Use appropriate forms of writing for different purposes and audiences. Use a variety of public speaking techniques to communicate with a variety of audiences.
- - Social Skills (Collaboration) → Manage and resolve conflicts, and work collaboratively in teams. Build consensus.
- - Thinking Skills (Transfer) → Utilise effective learning strategies in subject groups and disciplines. Apply skills and knowledge in unfamiliar situations.
- - Thinking Skills (Creative thinking) → Use brainstorming and visual diagrams to generate new ideas and inquiries.

FRENCH LANGUAGE

Traveling plans (Phase 3)

• ATL Skills :

- Thinking Skills (Critical thinking) → Gather and organize relevant information to formulate an argument. Practice observing carefully in order to recognise problems.
- Research Skills (Information literacy) → Accessing information to be informed and inform others.

Month overview:

In this unit, we explored how to describe trips. We got to know some cultural information about travelling by train in France.

Activities and Tasks Overview:

Students explored some cultural information about travelling by train in France. They got to know the places in a metro station and what we do in each place. They were exposed to dialogues to buy tickets. They described a trip they like to make. We shared a mind map to produce ideas and then students wrote their descriptions on a shared Google Docs. We revised some vocabulary for transportation and how to say time in French. For grammatical topics, we continued with "Le passé composé". Students had many resources such as videos, powerpoints, links with self assessment and games to practice all our lessons. They watched videos, read texts, took notes, searched for some information and reflected on what they learned after each lesson. All the resources are uploaded on both Managebac and Google Classroom.

Assessment Overview:

Summative assessment was done on the 5th of June in Criteria A "Listening" and B "Reading".

FRENCH LANGUAGE

My Family (phase 1 + phase 2)

- 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.
- Social Skills (Collaboration) → Manage and resolve conflicts with others, and work collaboratively in teams. Build consensus.
- Thinking Skills (Transfer) → Utilise effective learning strategies in subject groups and disciplines. Apply skills and knowledge in unfamiliar situations.
- Thinking Skills (Creative thinking) → Use brainstorm and visual diagrams to generate new ideas and inquiries.

PHASE 2

Unit Overview:

In this unit, learners talked about their families and described someone physically and morally. They explored the idea of staying with a French family. They expressed what they do as household chores to help at home, and they got some ideas for gifts. They described a visit that they had by discovering the past tense. They talked about their favorite books or films.

Activities and Tasks Overview:

Learners worked on identifying the present perfect tense "le passé composé avec l'auxiliaire avoir" by watching different videos and going through different activities. After that learners started to identify "le passé composé avec l'auxiliaire être" .

Assessment Overview:

Summative assessment was done on the 5th of June in Criteria A "Listening" and B "Reading"

PHASE 1

Activities and Tasks Overview

Learners continued with the present perfect tense "le passé composé avec l'auxiliaire avoir" and "le passé composé avec l'auxiliaire être" they identified the differences between them and when to use each one of them. We had several activities in class regarding this subject.

Assessment Overview

Summative assessment was done on the 5th of June in Criteria A "Listening" and 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 mathematics, 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 conducted formative tasks to show their knowledge and ensure their understanding. They received feedback in order to be well-prepared for the summative assessment. In the summative assessment, students were assessed in Criteria A (Knowing and understanding), B (Investigating), C (Communicating) and D (Thinking Critically). They implemented their knowledge and research skills through delving into an innovation or idea which piqued their interest while evaluating the sources used.

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 :

In this month, students continued with the unit (2D and 3D Geometry) connecting quantities in a general relationship and formulas that can be used for landscapes studies.

Activities and Tasks Overview :

Students started this unit with some of the prior knowledge about area and perimeter of rectangles, squares and triangles. Then, they extended their knowledge for other shapes such as parallelogram, trapezoid, regular polygons and finally the circle. They had many class investigations to derive the formula related to a specific shape. Students made very effective summary notes during classes and on their notebook directly after a class discussion or watching a video. Also, they used the concept of compound shapes and some real life situations to apply skills in unfamiliar situations. Although this unit contains a part about 3D shapes, this part will be postponed till the coming years.

Assessment Overview :

As mentioned above, students practiced criterion B (Investigating Patterns) several times during the classes. They also had criterion C (Communicating) and D (Applying Mathematics in real life context) formative assessment. They are assessed in criterion A (Knowing and Understanding) besides summative assessment of criterion C and D again.

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 summative was to record a video of playing exercise that includes everything they understood in this unit.

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:

Summative Assessment Criterion A: Students were asked to create a PowerPoint presentation about History of FIFA and the basics of FIFA rules.

SCIENCE

Useful Energy (Waves and Energy)

- 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:

Through the unit students developed more understanding of how science can help in saving energy and money as well as reflected on the environmental and economical implications of science. Students were able to calculate useful and wasteful energy and power for different appliances and also could decide if the appliance is efficient or not. Students could recognise the electromagnetic spectrum regions and research each of the radiations and how different parts of the EM spectrum have different uses. Students differentiated between electromagnetic and mechanical energy.

Activities and Tasks Overview:

Through online games and interactive worksheets students were able to master the skills that are related to critical and creative thinking. We also went through different experiments to make a relationship between the insulating materials thickness and the amount of energy loss (heat). Students practiced on research skills while investigating different radiations, as they were introduced to different stories about the electromagnetic spectrum and were able to debate and to discuss what they have discovered about these stories.

Assessment Overview:

Students had a formative assessment in Criterion A (Knowing and Understanding)

Summative assessment criterion A (Knowing and understanding)