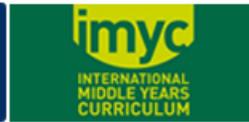




7 HILLS  
INTERNATIONAL  
SCHOOL

ADVENTURE IN LEARNING



## Parent Weekly Newsletter

24 November 2017

Dear Parents,

As impossible as it may seem, we are quickly approaching the end of Term 1 and the students are facing their Term 1 exams. Below you will find the exam schedule for the week of December 4th-8th. In order to support your child during what can often be a stressful time, I encourage you to adopt the following...

- Review the subject study guides with your child.
- Institute an early bedtime.
- Offer a healthy breakfast to include protein.
- Pack healthy snacks for the entire day.
- Give them a reassuring hug before dropping them off at school and/or tuck a 'Good Luck' note into their bookbag.
- Create a **"You did it!"** tradition. The evening after exam week, go for a special dinner or let your child stay up an extra 30 minutes at bed-time -- whatever they consider a treat. This isn't connected to the exam grade, it's about congratulating your child for making it through a tough task, and giving them a positive feeling about future tests.

Best Regards,  
Laura M. Reilly



### Term 1 2017 Exam Week Schedule

Time	Mon 4th Dec (A)	Tues 5th Dec(B)	Wed 6th Dec (A)	Thurs 7th Dec (B)	Fri 8th Dec (A)
8:00-09:00	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>
09:00-09:15	Home Room	Home Room	Home Room	Home Room	Home Room
09:15-10:15	Visual Art Theory Exam	ICT Theory Exam	Language Arts Exam	Maths Exam	Geography Exam
<b>10:15-10:30</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:30-11:30	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>
11:30-12:30	Music Theory Exam	P.E. Theory Exam	Science Exam	History Exam	Foreign Languages Exam
<b>12:30-01:15</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
01:15-02:15	<i>Study Hall/Review</i>	<i>Study Hall/Review</i>	Visual Art Practical	Sports Practical	ICT Practical
<b>02:15- 03:10</b>	French Oral 10 minutes per student	Spanish Oral 10 minutes per student	<b>Movie Time</b>	<b>Movie Time</b>	<b>Movie Time</b>



**WHEN YOU ASK “WHAT DID YOU DO IN CLASS THIS WEEK?”  
AND YOUR CHILD RESPONDS...”OH NOTHING”.**

### **Language Arts Class: Miss Alice**

(What) IMYC Learning Goal: Students wrote narratives to communicate real or imagined events using descriptive details and event sequences. Performed a scripted play.

(How) Activities: The students finished the novel Tom Sawyer and then had a choice of three activities: 1. Pretend that you are one of the characters in the book Write a monologue of that character telling of his or her experiences. Be prepared to perform it to the class. 2. In pairs write an interview with one of the characters in the book you read. Pretend that this character is being interviewed by a magazine or newspaper reporter. Be prepared to perform it to the class. 3. Prepare a travel brochure for St. Petersburg and the surrounding areas. Include pictures.

(Why): These activities allowed students to delve deeper into the characters and setting of the book.

Differentiation: Students chose the activity they completed this week.

Assessment: Performance of activities.

Homework: Students are finishing holiday brochures about St Petersburg (the town Tom Sawyer is set). Due Friday 24th November.

### **History Class: Miss Alice**

(What) IMYC Learning Goal: Students demonstrated their knowledge of the characteristic features of particular periods and societies. Knew about the ideas, beliefs, attitudes and experiences of people in the past.

As part of Italian culture week the students watched watched ‘Romeo and Juliet’ directed by Franco Zeffirelli.

(How) Activities: Students studied how the emergence of agriculture changed society. The students used pictures to describe the changes and discussed different theories around stonehenge. They further reflected on early religious beliefs through listening to a podcast on the discovery of a Lion Man statue.

(Why): The students were able to use their historical skills to deduce the changes agriculture brought about to human society. They broaden their ability to use a range of historical sources by listening to an audio description/

Differentiation: Through questioning.

Assessment: History and Geography: Create a museum display of one topic from either History or Geography. Due Monday 27th November.

### **Geography Class: Miss Alice**

(What) IMYC Learning Goal: Students demonstrated their knowledge about the geography, weather and climate of particular localities. Were able to use and interpret maps.

(How) Activities: The students used written information and maps to learn more about climate and vegetation regions. They answered questions and discussed the regions the crops they researched grow/

(Why): The students were able to make links between the crops that were grown at the beginning of agriculture, with their work on biomes and climate.

Differentiation: Extension questions.

Assessment: Ability to make links with previous work and history class.

Homework: History and Geography: Create a museum display of one topic from either History or Geography. Due Monday 27th November

### **ICT and Computing: Mr. Bernard**

(What) IMYC Learning Goal: The students manipulated, combined and presented different forms of information from different sources in an organised and efficient way

(How) Activities: Introduction to HTML programming

(Why): Students will be able to control the appearance of a web page and content, To publish online documents and retrieve online information using the links inserted in the HTML document, To Create online forms, which can be used to collect information about the user, conduct transactions and so on, To insert objects like audio clips, video clips, ActiveX components and Java applets in the HTML document

Differentiation: Students used html code to insert an image into a webpage, to create a table with information, to create ordered and unordered lists, to create scrolling text and to change background color

Assessment: by viewing students results after running the code in the browser.

Homework: Practice Tasks for Learning HTML, Due Nov.27

### **Physical Education: Mr. Ronnie**

(What) IMYC Learning Goal: The students were able to demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

(How) Activities: Students were able to dribble and pass a ball to a partner/teammate while being guarded and also they were able to strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

(Why): Students combined motor skills to play a lead-up or modified game.

Differentiation: The students were tasked to develop, refine, and demonstrate routines to music through performing folk and line dances.

Assessment: This was done through combining relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

Homework: None was given out this week.

### **Science Class: Mr. JJ**

(What) IMYC Learning Goal: Students were able to conduct an investigation with rigour by being able to recognize a relationship between two variables and generate a hypotheses, plan investigation and make predictions, make accurate measurements, record findings, identify patterns and draw conclusions as well as suggest improvements in the investigation.

(How) Activities: Students set up, tested, and then performed their experiment (unless the experiment necessitated days to complete)

(Why): Choosing their own experiment allows the student to choose a topic they are interested in and increases their investment in doing the experiment. Starting from this beginning point and going all the way to completion of the scientific method should give students a better understanding of how new scientific ideas are proposed, tested and accepted. They should also learn that science is an ever-changing field and that they are a part of it, not just as an observer but as a participant.

Differentiation: Each student is choosing and designing their own experiment.

Assessment: Assessment will be done by teacher according to the IMYC rubric as well as by parents during the exit point science fair.

Homework: Before setting up the experiment, students were required to identify the independent and dependent variables in their experiment, make a hypothesis, and write up the method that they would be using to execute the experiment. Once the experiment was complete they will be required to present that with their results, a discussion of the results and conclusion. This will be required as a written lab report to be handed in to teacher as well as a physical presentation during science fair exit point.

### **Math Class: Mr. JJ**

(What) IMYC Learning Goal: Students should be able to divide fractions by fractions.

(How) Activities: After reviewing the rules for decimal (addition, subtraction, multiplication and division) we looked at the rules for fraction (addition, subtraction and multiplication). Then we looked at real world problems using a visual representation as our intro into division of fractions.

(Why): Fractions are an important part of anything involving measurement, from cooking, to carpentry to scientific experiments. Understanding fractions and how they work is not only vital in these instances but studies have shown that they are a good predictor of a student's success with more advanced topics.

Assessment: Students were graded on an inclass worksheet as well as homework.

Homework: A worksheet was given requiring the students to combine previous knowledge of fractions with new knowledge of dividing fractions.

### **Spanish Class: Mr. JJ**

(What) IMYC Learning Goal: Students were able to use formulaic language to engage in oral and written conversations.

(How) Activities: As we started to review for exam week, we focused on learning responses to some basic questions that would be on the oral exam. We also continued to learn cognates and practice our written spanish by using them in sentences.

(Why): We focused a lot on speaking and listening in preparation of the upcoming oral test, but also to get more excited about Spanish. The more a student can say in Spanish, the more activities we can do in class. Continuing to learn cognates increases vocab very quickly and the words are more likely to stick

Differentiation: Student's response to questions determines follow-up questions, giving them the opportunity to make a conversation harder or easier.

Assessment: Flashcard quiz on food/cooking vocab learned the week before.

### **French: Ms Proscovia**

(What)IMYC Learning goal.Students were able to order food in a restaurant using the different vocabulary they learnt in french.

(How)Activities.Students were given a list of vocabulary to discover the different terms used to order food in french.They were also given an activity to ask questions in french about food related vocabulary ,to help them prepare for spoken exams in french which is just at the corner.

Differentiation: The students responded to the vocabulary quiz assigned to them to test their level of food vocabulary, and asked for food in the different scenarios assigned to them orally They were guided accordingly, depending on their learning needs;some were asked to repeat certain vocabulary, others were asked more questions.

Assessment: Written vocabulary quiz exercise on asking food in French, and through spoken expression on food related questions.

### **Art Class: ( Mr J.C)**

(What) IMYC Learning Goal:The students created an original work of art using a variety of processes, materials, tools and media to express their ideas, thoughts, emotions and views of the world.

(How) Activities: The Students created Artwork from an observation they had to make and also used the element of colour and texture to create value and show depth in tones and shading in their particular artworks. They also had to translate this into their design work as they used the design program illustrator. They were tasked to create Art works that had similar elements.

(Why): Making a connection between traditional Artwork and digital Artwork in the long ran helps the students approach their design work more creatively when they apply elements and Art principles hence making their original Art works more unique.

Differentiation:

Assessment: Field observation and survey.

### **Music Class: (Mr John)**

(What) IMYC Learning Goal: Students were able to perform a repertoire of music,alone and with others, paying attention to performance practice, breath control, posture and tone quality.

(How) Activities: Students practiced Feliz Navidad both singing and playing on instruments in ensemble format and they learnt to keep their part in the ensemble.They have also worked on their group composition developing it while paying attention to different elements of music.

(Why) Learn to work together paying attention to each student's ideas in order to develop a group composition.

Differentiation: Students play different instruments and receive individual help from the teacher to improve on their performance skills

Assessment: Continuous assessment with feedback from the teacher.