



Dear Parents,

We are happy to announce our **Google for Education** platform is now up and running. G-Suite offers free productivity tools to help students and teachers interact seamlessly and securely across devices. Work anywhere, anytime, and on any device with G Suite for Education. The tools encourage collaboration, creativity, and critical thinking, and let teachers work one-on-one or with the whole class.

Educators can provide instant feedback and track a student's progress to improve performance. Google Classroom streamlines assignments, boosts collaboration, and fosters communication to make teaching more productive and meaningful. With Google Classroom, educators can create classes, distribute assignments, send feedback, and see everything in one place. Instant. Paperless. Easy. Please ask your child to show you how:)

In honor of '*National Hello Day*' The IT class and Foreign Language classes made a video saying hello in various languages to share with other students in California USA!

Click on the link below for the Google Classroom powerpoint presentation...

<https://drive.google.com/open?id=1vBYG6WVcU1PINWtJIP0TEe6HKqbEkT4DkckvBRXbX6k>

Please make note of the new faculty gmail accounts...

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- **Reminders:**
- **Short Story Competition.** The deadline for submission is Monday 12th November and entry fee is 20,000.
- **Field Trip Forms** sent home today, 'DigiArt Fest' and 'Friendly Game'.

Best Regards,
Laura M. reilly



Language Arts Class: Miss Alice

(What) IMYC Learning Goal: Students should be able to use a range of strategies and tools for planning, drafting and revising their writing. Students should be able to write narratives to communicate real or imagined events using descriptive details and event sequences.

(How) Activities: Students were firstly introduced to the structure of short stories and analysed a six word short story before attempting their own. They then used a template to plan for writing short stories. Students are now working on their 1000 word (or fewer) story for the Short Story Competition.

(Why): 7 Hills is running a Short Story Competition. This activity also gave the students opportunity to practise planning their writing as well as develop their storytelling skills.

Differentiation: Individual time was spent with each student reviewing their short story plan, talking through their ideas and give feedback.

Assessment: Through verbal feedback and the Short Story Competition itself.

Homework: Students are writing their short stories for submission to the Short Story Competition due on Monday 12th November.

History Class: Miss Alice

(What) IMYC Learning Goal: Students should be able to know about the ideas, beliefs, attitudes and experiences of people in the past and the social, cultural, religious and ethnic diversity of the periods studied.

(How) Activities: Having studied cave painting students had the opportunity to create their own pieces of artwork in interdisciplinary sessions with Art. Students also answered review questions using a range of history skills.

(Why): Students were able to consolidate and review their knowledge through the art project and review questions.

Differentiation: Extension questions, which required students to go deeper in their historical analysis, were given in the review.

Assessment: History review questions.

Geography Class: Miss Alice

(What) IMYC Learning Goal: Students should be able to know about the main physical and human features and environmental issues in particular localities and use appropriate geographical vocabulary to describe and interpret their surroundings as well as other countries and continents.

(How) Activities: Students presented their powerpoints on different biomes of Africa. Students started a worksheet to make observations on their rainforests and suggest possible scientific experiments related to their findings.

(Why): Students made observations of the rainforests they had created which enabled them to understand more fully a rainforest climate. This linked to their science class as students recorded what they had discovered and create their own hypothesis on how to investigate the topic further.



Differentiation: Through individual work and selection of topic to investigate.
Assessment: Presentation and their response to questions. Completion of the worksheet.
Homework: Students finished their powerpoint presentation on either deserts, savanna grasslands or tropical rainforests and presented on Thursday. This week students were given a worksheet to record their findings from their rainforests in a bottle. Due Monday 13th November.

Art Class: Mr J.C

(What) IMYC Learning Goal: The students should create 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: This week i introduced the design program known as Adobe Illustrator to the students. We looked at various Art works by different designers and the possibilities this powerful design tool has after which i showed them my own design portfolio with the works i have done using this program. The session had video tutorials showing step by step instructions from a beginner level.

We also had an interdisciplinary class with Art and History. The students made their own interpretation of cave paints and what they portrayed & they as well had to make original Art works on wooden board cut outs in the shape of Africa which is said to be the cradle of humanity with the oldest rock Art being found in Namibia.

(Why): Adobe illustrator is the standard design tool in the graphics design world and has many creative abilities which the student needed to get acquainted with in order to learn to express their ideas in all forms.

Assessment: Field observation and survey.

Homework: Observation drawing to be handed on the 14th of 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: The girls produced a video from one of these topics; Commercial, Interview, Documentary, School Newscast, Video letter, Video Book Report and Public service Announcement.

(Why): Students will retain what they learn, Helps students better express their deepest understanding of core classroom content, Promotes creativity, Students will be engaged in their learning, Students will practice “real-life” skills: Speaking, writing, reading, listening and math skills are all utilized, Forces students to think at a higher level, Students will improve their technology skills, Helps to develop problem-solving skills.

Differentiation: Our year 8 student will be the lead video editor.

Assessment: The students were given an HTML Programing quiz in form of objective questions

Homework: Video Production project: Interview, Due Nov.15

Science: Mr. JJ



(What) IMYC Learning Goal: Students should develop an understanding that scientific knowledge is built up from the systematic collection and analysis of evidence and the application of rigorous reasoning applied to the evidence.

(How) Activities: After completing our paper towel test for absorbency, we began to write up our lab report.

(Why): To provide students with the understanding of why scientists do experiments and how scientists test each other's results.

Assessment: Students will be assessed on the completeness, coherence and readability of their lab report.

Homework: Students were given homework of writing up individual sections of the lab report before compiling them.

Math Class: Mr. JJ

(What) IMYC Learning Goal: Student should be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

(How) Activities: We used word problems involving decimals during warm-ups. We looked at a slide presentation and discussed the rules for operations with decimals. We also reviewed some of our science calculations involving decimals.

(Why): Decimals are everywhere in life, especially in money. So being able to view decimals and decimal operations as just numbers will be crucial in life-long math knowledge.

Differentiation: On our quiz students were given a choice between certain problems and year 8 completed more of the more challenging problems.

Assessment: Quiz on operations with decimals, as well as grading homework.

Spanish Class: Mr. JJ

(What) IMYC Learning Goal: Student should be able to address discrete elements of daily life including greetings and introductions, and food, meals and restaurants.

(How) Activities: Working with Ms. Alice and the international mindedness club, we started to prepare some international food. So in Spanish class we started to learn names of foods and food related items like knife, fork, plate, etc.

(Why): Not only is it important to know how to ask for food in another language, and a favorite topic for students, but it's also a great way to start to explore and understand another culture. Being able to use the language while doing a task like cooking and creating something will really help the language to stick.

Differentiation: In our bilingual reading task, students read a short article in English and then are presented with the Spanish version. They use their prior knowledge and understanding of cognates to choose different Spanish words that they know or can guess the meaning to. Number of words depends on the level of the student.

Assessment: Students took a short quiz on some of the food terms and vocab they have learned this week.

Physical Education: Mr. Ronnie



(What) IMYC Learning Goal: The students should be able to demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

(How) Activities: Students were tasked to participate productively in group physical activities. They were then allowed to identify and define the role of each participant in a cooperative physical activity.

(Why): Students should be able to identify and agree on a common goal when participating in a cooperative physical activity.

Differentiation: The students were tasked to analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

Assessment: This was done by allowing each student to evaluate their individual responsibility in group efforts.

Homework: No home work was given out.

Music:Mr.John

(What) IMYC Learning Goal:Be able to sing and/or play a melody with accompaniment.Students should be able to plan ,compose and perform an andean piece of music as in groups.

(How) Activities:Students work in groups to compose an andean piece of music with minimal supervision from the teacher .They choose the theme,structure and sounds they will use.

(Why): Students are able to apply what they have learnt to create their own piece of music exploring different elements and sounds of brazilian music.

Differentiation:Students take up different roles in the process of creating an andean themed piece of music.Some students play instruments while others create sound effects .Year 8 have to create improvisations using the blues scale

French:Ms Proscovia

(What):IMYC learning goals.Students should be able to Identify some french foods and discover the origin of the french cuisine and other kitchen vocabulary.

They should also be able to ask for food in french

(How:)Activities.Students researched on their computers about the French cuisine and different french foods.

They also listened to a conversation about ordering food in french in a restaurant,and were in position to discover some terms used to order food in a restaurant.

(Why):This was to discover the origin of the french kitchen, french foods,compare and contrast with their own kitchen styles.

To enable the students discover different kitchen vocabulary and use them appropriately,also be able to order food in french.

Differentiation:Students were given assessment tasks as basic,average,and challenge about "les repas" from classzone ,to cater for their learning needs , which they completed and were in position to tell where they went wrong and make corrections as required.

Assessment:Learning was assessed through a short quiz and wordsearch about kitchen vocabulary.