



Dear Parents,

As we are well underway with our second unit of study, 'Discovery', the students have been quite busy and wonderfully challenged this week...

### **Field Work at the Uganda Museum!**

On Thursday the students discovered more about Ugandan history, traditions and culture. In the morning we visited the Uganda Museum and students furthered their knowledge of archeological finds in Uganda through a guided tour. The students diligently took notes and answered questions for their History class. The students were also interested by exhibitions on Ugandan artifacts and crafts. They were able to apply skills from Art class by making sketches of the artifacts. The highlight was the Milk Exhibition 'Drink More Deeply', a temporary display produced through collaboration between the Uganda National Museum (UNM), the Igongo Cultural Institute (ICI), and the Ethnographic Museum at the University of Zurich (Switzerland). Through interactive displays students learnt about traditional methods to prepare milk and were lucky enough to sample milk from Uganda and cheese from Switzerland. Students used knowledge they have acquired in Science class to further their understanding of the pasteurization process and food preservation. During the trip students were also able to add to their French and Spanish vocabulary with an activity designed for the trip and were also able to read some of the exhibit descriptions written in French. In the afternoon the students shared a local Ugandan lunch before preparing food themselves, they cooked matooke, posho, gonja and greens. Students finished the day with traditional Ugandan dancing.

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

(What) IMYC Learning Goal: Students should be able to use writing to organise thoughts, experiences, emotions and preferences and cite evidence that supports explicit and inferred meaning.

(How) Activities: Students reflected on their impressions of Tom Sawyer and used diagrams as a way to record their notes. Students also discussed effective ways of reading and how to use 'active reading' in Language Arts. They then completed worksheets to practice this skill.

(Why): Students are preparing for writing about 'The Adventures of Tom Sawyer' by practising finding relevant information when reading a text and organising their ideas in different ways.

Differentiation: Our yr8 student has been asked to complete three questions on observations from, and of, Tom Sawyer in the novel. Individual questioning during group discussions.

Assessment: Individual questioning during group discussions. Written questions.

Homework: Continue reading 'The Adventures of Tom Sawyer'.

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

(What) IMYC Learning Goal: Students should be able to now the characteristic features of particular periods and societies. Describe and identify the causes for and the results of historical events, situations and changes in the periods they have studied. (How) Activities: Students discussed pictures of bones, including that of 'lucy', to understand the evidence used by historians to explain the development of humans. They watched a video from Khan Academy on the development of the first people and discussed and recorded the main pieces of information.



Students also reflected on the lesson by answer a critical thinking question on whether it is possible to believe in the Biblical theory of creation and the scientific theory of evolution.

(Why): Students were able to use their knowledge of historical evidence and deduction skills to discover the origins of humans and begin to understand history chronologically. This lesson also helped prepare students for the trip to the Uganda Museum on Thursday.

Differentiation: Through individual questions and the level of discussion.

Assessment: Students presented their knowledge in the form of pictures and their understanding through writing questions.

Homework: Complete Discovery Title Page

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

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

(How) Activities: Students completed a map of African countries. They then looked at a map of the different biomes of Africa and discussed the diverse vegetation. Students used this map and climate graphs to answer questions.

(Why): As historians believe humans originated in Africa students are discovering the geography of Africa in this unit. This linked back to the entry point and developed their map skills.

Differentiation: Yr 8 were given extra questions on Africa's climate. Students used online resources to review the countries that make up Africa.

Assessment: Through completion of map of Africa and interpretation of map and graphs to answer written questions.

Homework: Complete Discovery Title Page and finish questions on Africa's vegetation from the worksheet.

### **ART Class: Mr. JC**

(What) IMYC Learning Goal: Students should be able to recognise influential artists from particular countries, genres or periods and the pieces of art they produced

(How) Activities: The students researched about influential artists from the Modernist period and had to annotate their research and present it to the class in a new way. They had to use the elements of art to describe the piece of work they are presenting.

(Why): In order to see which processes these particular artists went through as they expressed their ideas and what reasons they had for moving on from older styles. This helped them reinvent themselves and stay relevant in a constantly changing world.

Differentiation: Students had to compare and contrast Art work from two different movements. The modernist era and renaissance period for similarities, differences and how one affected the other.

Assessment: Peer review was used as an assessment after the research work was represented.

Homework: None.



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

(What) IMYC Learning Goal: Student 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: Our entry point to the discovery unit was a video showing 25 accidental discoveries such as penicillin, x-rays and even chocolate chip cookies. We then began research on some famous discoveries in science.

(Why): The research was guided by some questions that make the student think about how discoveries can be very deliberate or accidental. They are also made to think about how the original discovery goes through changes and refinements to eventually give us a 'common' product today. We also had a mini lecture/discussion on tips for improved research.

Differentiation: Students were able to choose from a list of discoveries according to personal interest.

Assessment: Will be on completing homework on time, answering all questions and a neat, concise final timeline.

Homework: Initial research, then refinement of search was in class. Final product of a timeline depicting the discovery, precursors, refinements, interconnected discoveries and final product that we know today.

### **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: Our entry point to the Discovery unit was a story/presentation on the discoveries in Math that have taken us from basic counting numbers (1, 2, 3...) thru rational numbers (expressed in a ratio or fraction) all the way to imaginary and complex numbers.

(Why): This was to introduce the idea of discovery in Math and show the nature of numbers

Differentiation: Individual support.

Assessment: Informal assessment of warm-ups and grading of homework.

Homework: Worksheet on subtracting decimals.

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

(What) IMYC Learning Goal: Students should be able to associate products, practices, and perspectives with the target culture. And recognize similarities and differences in the target cultures and between students' own cultures. Students should be able to identify cultural borrowings.

(How) Activities: We looked an article with pictures about the Mexican cultural celebration 'Dia de los Muertos'. So we got practice reading and interpreting written spanish as well as recognizing things specific to Mexican culture and comparing with other cultures. We then did our entry point to the Discovery unit by researching reasons for spanish exploration of the new world, and then began research about certain spanish speaking countries prior to spanish colonization.

(Why): Class will start with a 5 minute informal greeting and Q and A session in spanish since most student feedback requested more opportunities to speak and listen to spanish. We looked



at the 'Dia de los Muertos' and pre-columbian America to continue to discover and compare other cultures.

Differentiation: Students were also engaged in informal greetings and conversations, using what they know to respond and make inquiries. They were also given the choice of countries to research.

Assessment: Informal conversation and completion of research project.

Homework: Research a country's pre-columbian history.

### **Music: Mr. John**

(What) IMYC Learning Goal: Students should know the characteristics of representative music genres and styles from a variety of cultures .

(How) Activities: Year 7, Exploring music and history of the andean region of south america by listening and performing music from leno verde. Students also learn the instruments and are able to differentiate different instruments from the sound .Year 8 are learning about making connections .They also learnt the pentatonic scale as used in chinese music and also in improvisation

(Why): Learn about the music and the influence natural surroundings have on the music from particular regions . Students should start to comment on features of latin music and the various instruments involved.

Differentiation : Students are learning a music piece composed by leno verde .They perform it on various instruments .They practice to read and play the music piece with guidance from the teacher to individual students .

Assessment : Continuous and observation assessment are carried out by the teacher as the students practice their music piece

Homework.None

### **French: Ms. Proscovia**

**What? Learning goal**. Students should be able to make an oral presentation about the different discovery units given to them to enhance their presentation and research skills in French. Keeping in mind the cultural and contextual aspects of a language.

#### **How? Activities.**

Students were introduced to the discovery unit in french, where they expressed their interests in the various aspects as; french kitchen, how french language came into existence and the number of countries that speak french in the world, french culture, as well as french education system.

Each student was able to research and present an aspect in class, ask questions, and exchange views to diversify knowledge and understanding.

**Why?** This was done to discover the different cultural aspects in reference to France, so that they can make comparisons to their own countries.

#### **Differentiation.**

The learners were given each an aspect to research on and present and varied accordingly based on their abilities.

**Assessment**. Learning was assessed through observation, and asking questions about the different aspects students presented. Some students also asked their fellows questions to clarify some areas, and others contributed more to the content.



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

(What) IMYC Learning Goal: 1 Know that the study of ICT and Computing is concerned with designing and applying technology to gather, use and exchange information

(How) Activities: Design a Travel Brochure to Share your travel stories: Where did you go?, How did you decide to go to these places?, What were your favorite moments in your travels?, What was the best place to eat? The best place to stay? The activity that was the most fun?

(Why): The activity requires students to think about details from a place they have visited or a place they might want to visit. Both require research, but different kinds. If they are writing about a place they have visited, they will be recalling interesting information, sensory details, and information about their trip. If they are learning about a new place, they will be conducting Internet and book research and even interviews as they gather information. Then, students will take that information and turn it into a travel brochure. In both cases, they will find information, select relevant facts, create an interesting layout, and write for others or themselves to read. Through this activity students will have a chance to learn some skills that are vital to good writing.

Differentiation: Students were guided on what makes a successful travel brochure.

Assessment: Performance of the given activity

Homework: Design a Travel Brochure to Share your travel stories: Where did you go?, How did you decide to go to these places?, What were your favorite moments in your travels?, What was the best place to eat? The best place to stay? The activity that was the most fun?

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

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

(How) Activities: Students were made to dribble and pass a ball to a partner while being guarded. Also, students were tasked to throw a tennis soft ball accurately and with applied force, using the underhand, overhand and sidearm movement (throw) patterns. They also learnt to strike an object (soft ball) consistently, using an implement, so that the object travels in intended direction at the desired height.

(Why): Students are tasked to engage in activities so as to be able to combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

Differentiation: Students were able to perform folk and line dances. They also learnt to develop, refine and demonstrate routines to music.

Assessment: The students were assessed when they were tasked to combine their motor skills to play a lead-up or modified game.

Homework: Students were tasked to perform four (4) sets of five (5) push-ups every evening from home.