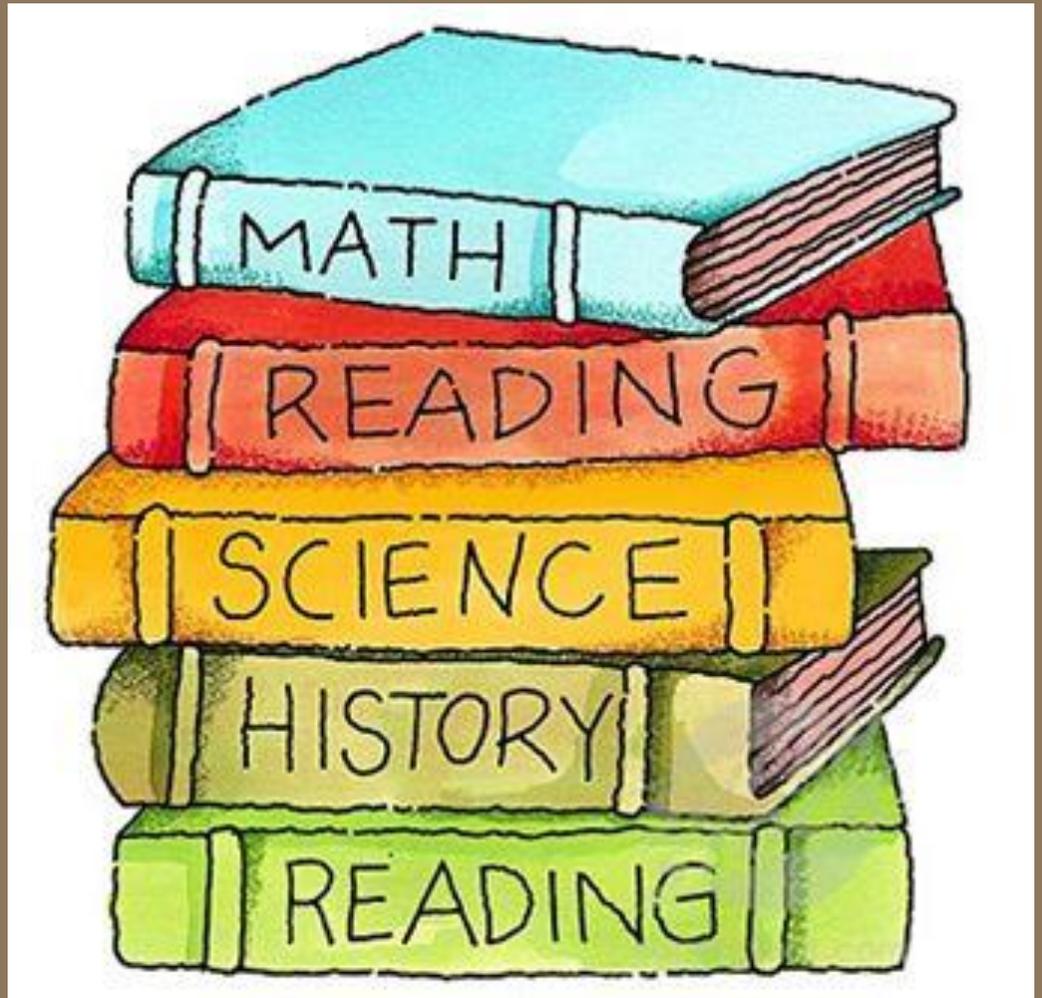


# LOWER SECONDARY SENIOR – MIDTERM 2017 NEWSLETTER

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*Here is a peek into what the Lower secondary senior students have done this term.*



# ENGLISH

*This term, the units covered were 'History of Language' and 'Places and Perspectives' from the text building skills series book.*

*History of Language - Apart from the origins of language (signs and symbols), this unit encouraged students to explore the vast vocabulary of English, how words emerge and are created, slang and dialect, and how language had changed over time. They made comparisons between Modern, Middle and Old English, developed an understanding of how English varies locally as well as globally, and began to recognize the significance and importance of Standard English.*

*Places and Perspectives - The students were exposed to the different types of texts, including instructional texts (to guide), recount texts (to share) and*

*evaluative texts (to inform) and a few techniques the writers use for travel writing. This unit emphasized on how to interpret and understand the writer's use of language to express a viewpoint, their ideas and emotions about a place or experience.*

*Writing - Students were introduced to different genres of writing such as magazine and newspaper articles, in addition to short stories, essays, recounts and travel article recommending a destination.*

# MATHEMATICS

*This term, the topics that were completed are:*

## *Number*

*Profit and loss.*

*Simple and compound interest .*

*Percentage.*

*Algebra :* *Make a subject, Solving linear equations.*

## *Shape and Space*

*Area and peremeter of square, rectangle and triangle.*

*Area and circumference of the circle.*

*Quadrilateral ---properties of parallelogram, Rhombus , trapezium,kite.*

*Area of trapezium, rhombus ,parallelogram and kite.*

*Pythagoras theorem.*

*Polygon.*

*Mathbuddy: Printout of Math buddy sheets are given to students during class hours and tasks are set on weekly basis.*

*The topics that will be covered : Factorization, Reverse percentage, Ratio and proportion. simultaneous equation.*

## INQUIRY BASED LEARNING (HISTORY)

*The transition group were involved in investigating different aspect of the 'Colonial rule and the nationalist challenge in India, 1919-47'. They chose different sub topics to inquire, and in addition examined the impact of British rule on India. They generated questions and researched for answers and explanations, gathered concrete facts and complex information, which promoted more inquiry.*

*Some of the pertinent questions asked were:*

- What would have happened if the British never came?*
- Which other countries invaded?*
- What did the British steal from India during their reign?*

- *What kind of influence did the British have on India?*
- *How did the British help India?*

*A few sub topics explored were 'the meaning of colonial rule', 'the Sepoy mutiny or the rebellion', 'dynasties of India', and 'the major events of the British rule'.*

*This process of understanding history through inquiry-based learning helped engage our students in deeper learning of the topic and they presented their knowledge, facts obtained in the course of research, through essay writing, poster making and movie presentation.*

## INQUIRY BASED LEARNING (SCIENCE)

*The transition batch is learning about the Human Body organ systems. They have learnt about the respiratory system, digestive system, circulatory system and coordination this term.*

## ICT

*This term students started with Lumosity which is an online program that helps to improve memory, attention, flexibility, speed of processing, and problem solving. Children learnt power point presentation with voice over. Students worked on movie maker projects.*