

SHAPING MY KNOWLEDGE

ORANGE STAGE - TERM 2



Today, a new form of education in Mexico is born!

We started this adventure with various thought-provoking questions: How can we prepare students to confront today's uncertainty and complexity in a world of constant change? How can we design and launch an innovative project aimed at tearing apart all educational limitations by bringing subjects and languages together? How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life? How can we create content that will integrate students with other international programs?

In striving to find an answer to these questions, at UNOi, we have created a state-of-the-art educational model that both focuses on what students need and connects all levels of basic education. Today, a new form of education in Mexico is born! Based on an ingenious and unprecedented syllabus, each page aims to shift the focus of every lesson onto the student in a way which is transversal, meaningful, and above all, transcendental.

At UNOi, our vision is founded on a core belief: If we can improve the way we learn, the potential for positive social change is limitless.

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This is my **SHAPING MY KNOWLEDGE** learning log!

THIS LEARNING LOG BELONGS TO:

SELF-CARE
BE LIKE...



This photo is a perfect movie poster...

FOLLOW

PASTE A PHOTO
AND WRITE A
TITLE!



362 likes



THESE ARE MY
FAVORITE FILMS:



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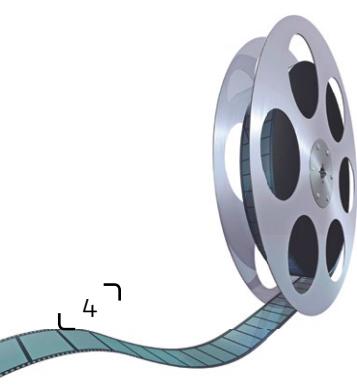
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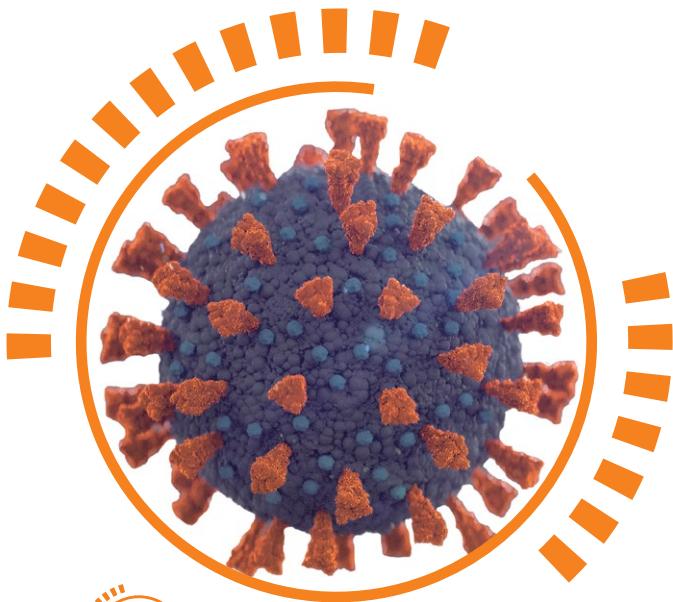
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What's in my SHAPING MY KNOWLEDGE learning log?



Science

To make an impact on the world, we first need to understand how it works. In this section, you will learn more about Biology, Physics, and Chemistry while you develop your language skills.



Skills for Life

In this section, you will acquire skills and strategies to understand yourself better, manage stress, build strong friendships, and make wise decisions. Think of it as your toolkit for growing up confident, kind, and ready for whatever life throws your way. Let's get started on becoming the best version of yourself!



Social Studies

In this section, you'll learn more about History, Geography, and Geology so you understand how our society became what it is today. You'll be developing your cultural awareness as well as your communicative skills.

 **Social Studies**

What do you wonder about?

Working with a classmate, fill in the organizer with some questions you have about the natural world, human life, or the universe.

Our questions:



 **Read "An Once of Common Sense Is Worth a Thousand Experts," identifying the main topic or each paragraph.**

1. It describes the process of the scientific method.
2. It describes the difficulties and the benefits of using the scientific method.
3. It describes the importance of the scientific method; it also mentions who uses it.

 **Read the text again. Complete the questions with the correct letter.**

1. What kind of _____ do you like to do?
a. bees
b. phenomena
c. hydrogels
d. theory
2. How many times do you usually refine your hypothesis?
a. once
b. twice
c. three times
d. four times
3. What is the most _____ part of the scientific method?
a. theory
b. fine-tune
c. iteration
4. What is the _____ that you give when you present your findings?
a. fine-tune
b. theory
5. Have you ever tried to answer another scientist's theory?
a. yes
b. no
6. What can you do to prevent yourself from getting _____?
a. iteration
b. theory

An Once of Common Sense Is Worth a Thousand Experts

1. The scientific method is based on fact and observation. It is a process of observation or philosophical bias. Scientists do not simply invent theories and then prove them. Instead, they support or disprove it. This method is also effective in other fields of study, such as psychology, biology, and the social sciences, such as sociology.

2. The scientific method follows multiple steps, starting with observing a phenomenon. Next, a hypothesis is formed. This hypothesis is then tested through an experiment or disprove. It is checked with the hypothesis defined. If the results could not be related to the original hypothesis, a new hypothesis is formed. This is repeated for the experiments. A theory is derived that can be used to predict the likelihood of future results.

3. The scientific method follows a specific process to fine-tune them. Although the process is simple, the steps are repeated many times. This is because the process, if repeated too many times, can become repetitive and end the problem. The scientific method is a process that is used to ensure that theories are refined to fit observation. The scientific method is a process that is used to ensure that theories are refined to fit observation. The scientific method is a process that is used to ensure that theories are refined to fit observation. The scientific method is a process that is used to ensure that theories are refined to fit observation. The scientific method is a process that is used to ensure that theories are refined to fit observation.

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5. Although you can't always do an experiment without an atom, there are other methods.

6. If you want to know more about the scientific method, you can read the book *How to Think Like a Scientist* by *Richard Feynman*.

With a classmate, imagine that you are interviewing a scientist about the scientific method. Ask one another the questions from Exercise 6.


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Match the sentence halves.

1. Scientists might need to modify their theories sometimes.
a. that another team was working on proving the same theory in another country
2. Shells may have been used to protect the eggs.
b. before they became accepted
3. Zenon couldn't prove his theory.
c. your work won't be supported by your peers
4. You might have told me that my paper was rejected.
d. on her work on the atomic theory
5. Although you can't always do an experiment without an atom, there are other methods.
e. before I began to tell everyone about it

 **Finish writing the sentences using a clause containing can, might, could, or may.**

1. Before you claim it's my work, _____
2. If I can get more experience in science before writing, _____
3. If my friend dedicates more time to studying, _____
4. Since there were too many errors in the article in the well-known journal, _____
5. Someone will always question your hypothesis, _____

 **We can use the scientific method.**

 **We are thinking that we can start with a hypothesis that...**

 **You might be able to make the hypothesis...**

 **Depending on the results, we hope...**


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Arts

This section will teach you more about Literature, Cinema, and Architecture from all around the world while developing your communicative skills and creativity.



What is art?

Once you have a classmate, think of a movie at the cinema. Discuss the questions below.

1. Would you like to watch the movie? Why? (not)
2. What criteria do you use to decide which movies you watch?

Q3. **Reeling You In:** Write "T" if the statements are true and "F" if they are false.

1. The cinema has always been considered a type of art to be enjoyed by the masses.
2. Film allows viewers to appreciate other narratives.
3. The visual impact of a scene includes the composition of the various visual elements.
4. The final montage of a scene rarely deviates from the director's original vision.

Q4. Use the words in bold from the text to complete the director's description of the moving pictures. You may need to modify the word form.

The moving pictures permit the **1.** _____ experience alternative **2.** _____ through the art of **3.** _____

Like other art forms, film requires editing, known as a **4.** _____ of different elements. Effective

filmmaking also requires an understanding of visual **5.** _____ of various elements that **6.** _____ the audience's experience.



L18

Sheet 1

Reeling You In

Compared to other art forms, the cinema has been around for a shorter time. When it first began, film was considered more of a popular form of mass media designed for commercial success. It is a form of communication that is a narrative, which requires an understanding of elements such as dialogue, characters, setting, plot, conflict, and ending, which simultaneously impact the viewer.

Firstly, cinematography can express fictional narrative, transporting viewers to another time and place. This is done through the use of **visuals** to use their imagination to empathize with a character. Audiences often seek this storytelling feature in a film to be transported to another world.

Secondly, editing is a key element of film. It is the process of selecting and arranging film clips, music, and sound effects and music to further amplify the film's message. The final montage conveys the director's intent and the film's message. Montages can contain different elements that make it a unique work.

Finally, other art forms that like a novel, it must be edited. Editors take the montage of recordings and their raw materials and carefully piece them together. This is the final product of the film's sound effects and music that further amplifies the film's message. The final montage conveys the director's intent and the film's message. Montages can contain different elements that make it a unique work.

Q5. With a classmate, reflect on a film you have both seen recently. Complete the sentences below and justify your answers.

1. The element of storytelling that made the biggest impact was...

2. While I was watching the film, I was transported to...

3. The most memorable montage was...

4. The most artistic composition of a scene was...

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Maker Zone

This box will provide ideas to begin your journey toward discovering, building, and changing the world.



10.2

An Education

While most of us consider watching a movie with friends as entertainment, movies are also essential in education. This is especially important given that global targets for achieving a quality education are falling behind.

Around the world, without adequate funding and resources for education, 200 million children lack basic literacy and numeracy skills by 2030. This is even more true for students with disabilities since only half of the schools worldwide have sufficient infrastructure and materials supporting learning for students with special needs.

Adequate transport systems to take students to schools, appropriate ramps and doorways to allow children with special equipment to enter, and accessible bathroom facilities are some keys to supporting young people with disabilities. Students with learning impairments may need special tools and well-trained personnel to help them interact with learning materials.

Art has always been a medium for promoting social causes, highlighting needs, and raising awareness in an engaging, easily interpreted, and identified format. Using the cinema to easily interpret and identify needs within the community about movie-making and art will engage learners and bring awareness to the need to support all students as they strive for a quality education.

DO



Cinema for Change

In this Maker, you will make a movie. Movies can highlight the need for change by raising awareness of social and individual needs. Making a movie can also increase the learners' understanding of the artistic elements of cinema, which can augment the audience's appreciation of the subject matter.

1. In a small group, identify how your school could be improved to better meet the needs of your school's community.
2. While you highlight the necessary improvements, be sure to identify how to effectively use the film's narrative to make the audience empathetic to the issue.
3. Work with puppets to avoid privacy issues. Design a set and script to highlight the necessary improvements.
4. Record your movie, re-recording scenes where necessary. Consider the composition of the different scenes and the editing.
5. Edit your movie, adding visual and audio effects to amplify and drive home your message.



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BE Aware of Your Progress



BE Aware of Your Progress

This section will give you the opportunity to assess your progress. You'll also have the opportunity to get feedback from a classmate.

Q1. **Present!** Once your Maker is done, show the film to other classmate(s). Invite students, teachers, and administrators to a round table session to discuss how to improve school accessibility.

Q2. **Discuss!** Look for your larger community to find out what other spaces and institutions need to upgrade their accessibility to include people with special needs.

Q3. **Get Informed!** Interview audience members to obtain their thoughts on the film and its artistic elements, such as its narrative, montage, and visual impact.

Q4. **Take It on the Road!** Take your movies on the road! Organize a short film festival in your community library or community center. Encourage people to sign petitions to improve your school's resources.

Q5. **Peer Assessment!** Reflect on your performance from this week in terms of a film review. In the organizer below, complete the sentences.

Q6. **Self-assessment!** Who would play you in a movie about your life?

Q7. **Self-assessment!** Who would play you in a movie about your life?

Q8. **Self-assessment!** Who would play you in a movie about your life?

Q9. **Self-assessment!** Who would play you in a movie about your life?

Q10. **Self-assessment!** Who would play you in a movie about your life?

Q11. **Self-assessment!** Who would play you in a movie about your life?

Q12. **Self-assessment!** Who would play you in a movie about your life?

Q13. **Self-assessment!** Who would play you in a movie about your life?

Q14. **Self-assessment!** Who would play you in a movie about your life?

Q15. **Self-assessment!** Who would play you in a movie about your life?

Q16. **Self-assessment!** Who would play you in a movie about your life?

Q17. **Self-assessment!** Who would play you in a movie about your life?

Q18. **Self-assessment!** Who would play you in a movie about your life?

Q19. **Self-assessment!** Who would play you in a movie about your life?

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Q22. **Self-assessment!** Who would play you in a movie about your life?

Q23. **Self-assessment!** Who would play you in a movie about your life?

Q24. **Self-assessment!** Who would play you in a movie about your life?

Q25. **Self-assessment!** Who would play you in a movie about your life?

Q26. **Self-assessment!** Who would play you in a movie about your life?

Q27. **Self-assessment!** Who would play you in a movie about your life?

Q28. **Self-assessment!** Who would play you in a movie about your life?