

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 How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life?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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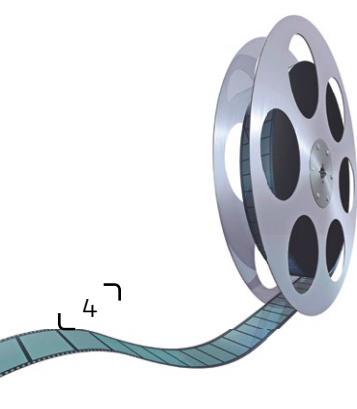
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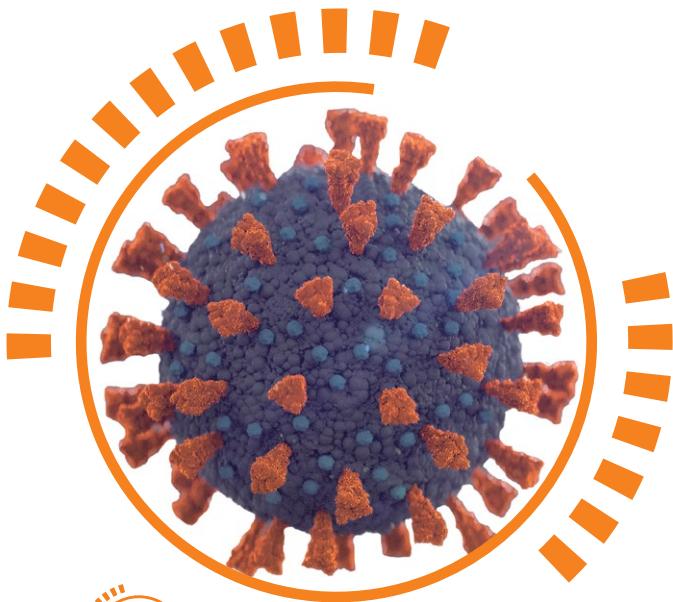
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What's in my SHAPING MY KNOWLEDGE learning log?



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.

Science

What do you notice in the world around you?

 Look all around you for 30 seconds. In the space below, list down everything that you saw. Compare your ideas with a classmate.



 Read "The Apple Doesn't Fall Far From the Tree." Complete the sentences with the correct words from the text.

1. An _____(1) did not fall sideways.
 2. _____(2) pondered the movement of the apple and thereby created the law of universal gravitation.
 3. Thanks to the gravitational pull of the Earth, _____(3) didn't fall into space.
 4. A formula was created by further _____(4) allowing them to calculate gravitational force.

 Read the text again. Match the words to their definitions.

1. dawn (on) a. related to the force of gravity, which pulls objects together
 2. skywards b. to begin to understand
 3. ponder c. directed toward the sky
 4. gravitational d. to consider something deeply
 5. drawn e. attracted to
 6. harnessing f. gaining control over

 Using the words in bold from the text, write a brief description in your notebook of the law of universal gravitation and Newton's role in its discovery.

The Apple Doesn't Fall Far From the Tree

Newton has many traits, or **Newtonian** traits. He saw an apple fall from a tree in his garden and hit the ground. After this, an everyday occurrence, he asked himself, "Why does the apple fall toward Earth, rather than flying off into space, or why does it not begin to ponder why?"

Newton discovered this was due to the law of universal gravitation, which states that there is a gravitational pull that acts on all matter, and that the larger the body, the larger the force. This was why the apple was pulled toward the Earth, and not any other direction.

This discovery was the beginning of our understanding of the Earth and how we interact with our environment. Without a gravitational pull, we would not exist, for all matter would be flying off into space in all other forms. Thanks to gravity, like Newton's apple, all objects in the universe are **drawn** towards the massive planet, and we can travel to the other planets.

Further scientists created a formula to calculate this gravitational force. They determined that the force between two objects is proportional to the product of the two masses and a universal constant divided by the square of the distance between them. By **harnessing** this formula, we can understand how the elements of our world interact with one another and build the fantastic places we call home.

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!



Skills for Life

Are you an optimist or a pessimist?

 Note a time when you stayed positive in a difficult moment. Share your experience with a classmate.

 Read "Positive Polly." Match the strategy to the paragraph.

- Paragraph 2 a. Be appreciative of what you have
- Paragraph 3 b. Rejoice in the changes you made
- Paragraph 4 c. Avoid focusing on the negative

 Read the text again. Answer the questions below.

- What does having a positive mindset entail?
- What tool can remind you to be grateful?
- What can distract us from finding solutions?
- Who should you celebrate your successes with?

 With a classmate, read the situations below. Discuss the optimistic response to them.

- You got a poor mark on a test that you studied hard for.
- You try to join a club, but there is stiff competition for the leading roles.
- You just joined a new club and don't know anyone else yet.

Positive Polly

- A positive mindset is about seeing opportunity and looking to the future. It is a mindset of challenge. It is not easy for most of us to develop, but with the proper understanding, we can reprogram ourselves to take on challenges.
- Finally, positivity stems from gratitude. Feeling grateful for what you have helps you appreciate things more, shifting your focus away from what you lack. The more we are grateful for what we have, the more positive we feel. And the more optimistic our thinking becomes. Keeping a **gratitude journal** can remind you how lucky you are.
- Focusing on solutions is another essential step towards developing a resilient mindset. It is easy to fall into the trap of dwelling on problems, but there is only **one solution**. Although you may have had difficulties, reflecting on the solutions that got you past them will help you **begin** new paths. Growth opportunities are everywhere, and we can always look for them.
- Finally, change takes time, and you can celebrate progress to maintain your motivation. Doing so will motivate you to keep going, no matter how small a step you take. **Likewise**, building a support system of friends and family who are positive people can share your success with others and provides additional external motivation to continue to grow.



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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.

On a scale of 1 to 5, how curious are you about the following?

1. Curious 2. Interested 3. Interested 4. Curious 5. Curious

 Read "An Oracle of Common Sense Is Worth a Pound of Theory." Identify the main topic of each paragraph.

- It describes the process of the scientific method.
- It describes the difficulties and benefits of using the scientific method.
- It explains the importance of the scientific method to us.

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

- What kinds of _____(1) do you like to observe?
- How many times do you usually refine your _____(2) before it is finalized?
- What is the _____(3) part of the scientific method?
- What was the first _____(4) that you ever denied?
- Have you ever had a _____(5) moment?
- What can you do to prevent _____(6) in your investigations?

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

- What kinds of _____(1) do you like to observe?
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 With a classmate, imagine that you are interviewing a scientist about the scientific method. Ask one another the questions from Exercise 3.

Match the sentence halves.

- Scientists might need to change their hypotheses many times.
- Scientists might have to repeat their experiments many times.
- Scientists might have known the answer to their hypotheses.
- Scientists might have to change their hypotheses many times.
- Scientists might have to repeat their experiments many times.
- Scientists might have to change their hypotheses many times.

 With a classmate, choose one of the ideas from Exercise 3. Write an organizer below. Design one of your questions that you could conduct to answer one of your questions.

1. _____(1)

2. _____(2)

3. _____(3)

4. _____(4)

5. _____(5)

6. _____(6)

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

- Before you start my work,

 If I get more experience in science (before/until),

 If my friend dedicates more time to studying,

 Since there were too many errors in the test in the worksheet journal,

 Someone will always question your hypotheses,

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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 the process of cutting and pasting film to create a sequence of events that requires a director to carefully consider the visual impact of their work. This includes the type of editing used, the length of the scene, the use of static or moving camera angles, the use of music, the use of prop placement and camera angle differences can modify the impact of the film.

Another feature of film that is like a novel is that it must be edited. Editors take the montage of recordings and their raw materials and carefully piece them together to create a final product. The use of sound effects and music further amplifies the film's message. The final montage conveys the director's intent to the audience. Each film is unique and 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 schools, many students are falling behind. By 2030, many 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 thematic 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. Work on highlighting 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 record the movie. Be sure to consider privacy issues. Record your movie, re-recording scenes where necessary. Consider the composition of the different scenes and the use of lighting.
4. Edit your movie, adding visual and audio effects to amplify and drive home your message.



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BE Aware of Your Progress

It's time for you to assess your progress. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on what you did during this week.

VG – Very Good

G – Good

N – Need to Improve

I can...

1. identify some practices to develop a positive mindset.



2. exemplify the law of universal gravitation.



3. understand what the scientific method is.



4. define the concept of cinema as a form of art.



5. use Modals (might, could, may, and can) in different tenses to express possibility, probability, arrogance, and concession.



Q6. Reflect on your performance from this week in terms of a film review. In the organizer below, complete the sentences.

1. My character was given the opportunity to...

2. It was especially memorable when...

3. My performance in... was less convincing

4. One unexpected plot twist was when...

