

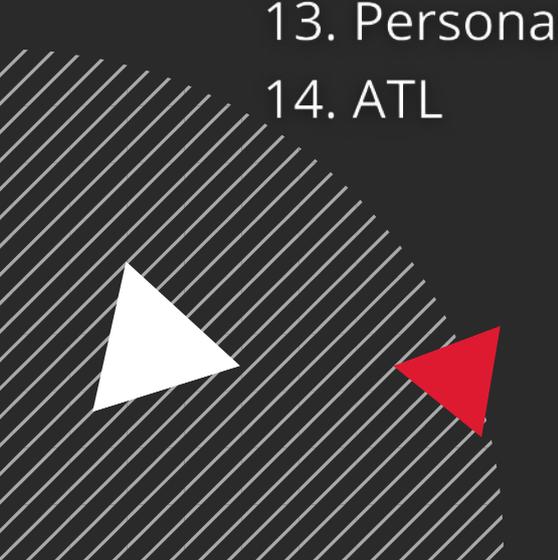
COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020/2021

 **YEAR 4**



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ARABIC LANGUAGE

الوحدة الثالثة

- الرّوابط
- التّعبير عن الذات / التناص / النوع الأدبي
- التوجه من حيث الزمان والمكان (الحضارات والتاريخ الاجتماعي)

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السياقات العالميّة
- والاستكشافات :

يعتمد الأدباء في النصوص الأدبية ذو الأنواع المختلفة على التعبير عن الذات عبر التّوجّه في رحلة من حيث الزمان والمكان وتحديد الروابط بينها.

- جملة البحث والاستقصاء :

- المهارات الاجتماعية: (المهارات التعاونية) العمل بفاعلية مع الآخرين. الاستماع استماعًا فعّالًا إلى وجهات نظر الآخرين وأفكارهم.

- مهارات أساليب التّعلّم :

- مهارات إدارة الذات: (المهارات العاطفية) المرورية. ممارسة التّعامل مع خيبة الأمل والتّوقعات التي لم تتحقّق.

نظرة عامة على الوحدة :

الانتهاء من دراسة المحور الثاني من مادّة اللغة والأدب، أمجاد الأجداد "فن الشّعر" ومناقشة أسئلة البحث: أسئلة الحقائق: والتي تتعلّق بأنواع الشّعر و خصائص الشّعر العمودي والشّعر الحر و الغرض من القصائد والأسئلة المفاهيمية والتي تتعلّق بتأثير الشّعر في بناء قيم الفرد والمجتمع والأسئلة الجدلية والتي توضّح دور الشّعر في نشر القيم في المجتمع وانعكاس الشّعر على ثقافات الأفراد والتّعبير عن شخصياتهم، كما تمّ تحليل قصيدة (هذا هو الأردن) وربطها بقصيدة (أردن أرض العزم) للشاعر سعيد عقل وتحليل نموذج من الشّعر الحرّ للشاعر محمود درويش. و تمّ التركيز على دراسة القواعد النحويّة الخاصة بالأفعال الخمسة و المضارع المرفوع والمنصوب والمجزوم.

نظرة عامة على الأنشطة والمهام:

قدرة الطلبة على كتابة مقالة تحليلية بعد تحليل القصائد من خلال تحديد الغرض الشعري، وتدوين الأوصاف، وتوظيف أسلوب الحوار ودوره في توضيح الرسالة وإيصالها للسامع، مناقشة الخيال مه التدليل بأمثلة، تحديد التقنية التي بدأت فيها الأبيات مع توضيح دورها وأثرها ودلالة الصور الفنية، ثم توظيف الصور الفنية والتراكيب ب فقرات تحمل معنى جديدًا.

نظرة عامة على التقييم - التقييمات التكوينية والختامية:

بعد الانتهاء من البحث و الاسترجاع و التحديد لجميع عناصر القصيدتين (هذا هو الأردن) و (أردن أرض العزم) قام الطلبة بتشكيل عرض لاستجابة أدبية بالرجوع لخطوات كتابة الاستجابة مع ذكر الأدلة على العناصر المطروحة. و تم إعطاء تقييم تكويني خاص (بالمقالة تحليلية)، حيث قام الطلبة بكتابة مقالة تحليلية مستخدمين المخطط التنظيمي لكتابة التقارن والتقارب بين كل من القصيدتين ونصوص مرئية، بحدود 250-300 كلمة. بالإضافة إلى تقييم تكويني خاص بالتدريبات النحوية المتعلقة بالاسم المفرد والمثنى والجمع والأفعال الناقصة والحروف الناسخة.

الخدمة والعمل:

تم شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها من خدمة المجتمعات المحتاجة.

VISUAL ART

Linoleum Printmaking

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Innovation and Style
- Scientific and Technical Innovation (Adaptation)

- Statement of Inquiry :

Innovative printing styles communicates the adaptation of scientific and technical innovations

- ATL Skills :

- Communication Skills → Give and receive meaningful feedback./ Use a variety of media to communicate with a range of audiences. Negotiate ideas and knowledge with peers and teachers.
- Research Skills (Information literacy) → Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking Skills (Creative thinking) → Use brainstorming and visual diagrams to generate new ideas and inquiries. Make unexpected or unusual connections between objects and/or ideas. Apply existing knowledge to generate new ideas, products or processes

Month Overview :

In this unit students will be introduced to the history of printmaking and new ways to integrate printmaking in art. They will learn the skills of designing sketches, carving the linoleum plates, and inking and printing.

Activities and Tasks Overview:

Learners started this unit by researching printmaking history and discussing the researched facts. Then, we watched illustrations about linoleum printmaking and other methods (using the cardboard or foam) and students got introduced to the needed tools for this unit. After that, we observed some examples of prints to understand how to consider the negative and positive spaces in the sketches. At that point, students started to sketch different ideas for their design and the next step will be carving these sketches on the plates as a practice before the final piece.

Assessment Overview:

All four criteria will be covered during this unit. Formative assessments for this month included activities from Criterion A&B such as research and sketching and carving techniques.

DESIGN

Home sweet home!

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Systems
- Form and Function
- Identities and Relationships (Lifestyle Choices)

- Statement of Inquiry :

Functional Systems for Lifestyle Choices creates forms.

- ATL Skills :

- Communication (Communication) → Negotiate ideas and knowledge with peers and teachers
- Thinking Skills (Critical thinking) → Interpret data

Month Overview:

In this month, we finalized our unit and created layouts for the architectural design of a small house. We also started our second unit to design a light unit.

Activities and Tasks Overview:

The activities for this month were mainly focused on understanding how to read and interpret architectural plans to understand functionality. Authentic tasks were introduced to the students to explain the importance of such skills in life. The students also learned how to create layouts based on their sketches using the programme floorPlanner.com. The second unit activities were mainly relevant to research the types of lighting and how to design in relevance to the current situation of COVID.

Assessment Overview:

Formative tasks were mainly for understanding the skills and concepts discussed in class for Criteria C & D, and Summative assessment was finalized for the same objectives.

DRAMA

The Art Of Monologues (Mono Drama)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Identity
- Representation and Composition
- Identities and Relationships (Motivation)

- Statement of Inquiry :

Monologues could present characters' identity and source of motivation if composed creatively.

- ATL Skills :

- Self-management Skills (Reflection) → Consider content

- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

- Research Skills (Media literacy) → Make informed choices about personal viewing experiences/ Seek a range of perspectives from multiple and varied sources

Month Overview :

Our second unit of the second term talks about the art of duo-Drama and the one man show performance also on how to create an influential monologue as we stay connected with the previous unit (production elements).

Activities and Tasks Overview:

Students started to research Duo-drama and develop their own monologues to perform and how to create a one man show using acting skills, writing monologue techniques and production elements they will also take the ethics of individual auditions and how to be fully prepared for an audition.

Assessment Overview :

Students have started their formative assessments where they are working in small groups and individually on research and auditioning.

Service as Action:

Students will explore how the art of monologue can help them discover their own identity.

ENGLISH AND LITERATURE

The Power of Innovation

Interdisciplinary Unit between (English Language and Literature + Individuals and Societies)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Time, place & Space and Connections
- Significance, Identity and Theme
- Identities and Relationships (Competition and cooperation)

- Statement of Inquiry :

to the development of the world through their innovations and creations. This led to writers competing and cooperating to create literary works, themes and connections between different identities that reflected the significance of these innovations. Throughout time, various individuals contributed significantly

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction & Negotiate ideas and knowledge with peers and teachers.
- Social Skills (Collaboration) → Working effectively with others & Practise empathy.
- Thinking Skills (Transfer) → Utilizing skills and knowledge in multiple contexts & Inquire in different contexts to gain a different perspective.
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas & Gather and organize relevant information to formulate an argument.

Month Overview :

In April, students were introduced to a new Interdisciplinary Unit (IDU) about innovation. This unit is taught collaboratively by the English and I&S teachers. In I&S sessions, students will focus on identifying the difference between pioneers, innovators and developers as well as explore some of the major figures in the 19th century. In English sessions, students will focus on reading and analysing science fiction short stories in order to write an expository essay at the end of the unit.

Activities and Tasks Overview:

At the beginning of the month, students finished the summative assessments of the previous unit. Through interactive sessions, they were introduced to IDU units and how they are used to teach more than one subject using concepts from each discipline and the same Global Context. Learners also discussed the Statement of Inquiry and understood what is expected from them throughout and at the end of the unit. Then, they started reading and analysing the short stories *The Strawberry Window*, *The Flying Machine*, *The Golden Apples of the Sun* and *The Wilderness* by Ray Bradbury.

Assessment Overview:

At the end of the unit, students will be formatively and summatively assessed in Criteria A (Grounding), B (Synthesizing), C (Communicating) and D (Reflecting). They will write an expository essay explaining the content they learn in English and I&S sessions.

Service as Action

Students are expected to use their newly acquired knowledge of pioneers and innovators to come up with their own innovative solutions to some of today's problems. They could also raise awareness about certain innovations and/ or innovators.

FRENCH LANGUAGE

How do we communicate?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Conventions and Function
- Scientific and Technical Innovation (Digital Life)

- Statement of Inquiry :

Communication evolves by innovative technological means which can have an impact on the message sent and transmitted to a recipient.

- ATL Skills :

- Communication Skills → Read critically and for comprehension. Give and receive meaningful feedback. Write for different purposes. Take effective notes in class.
- Research Skills (Media Literacy) → Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media including digital social media and online networks.
- Thinking Skills (Critical Thinking) → Draw reasonable conclusions and generalizations. Interpret data. Gather and organize relevant information to formulate an argument.
- Thinking Skills (Creative Thinking) → Use brainstorming and visual diagrams to generate new ideas and inquiries

Month Overview :

In this unit, we will discover different means of communication.

Activities and Tasks Overview (Phase 3) :

We continued this month with our unit “How do we communicate?” and we finished it. We talked about mobiles through videos, texts, images and we did some research about that. We read text about the origin of SMS, we analysed some texts with their abbreviations and we watched videos about that. Students wrote a text about “How we can communicate effectively”. Students researched the advantages and disadvantages of mobiles. Students did their reflections on Padlet on what they learnt, what they found difficult and what they found interesting. All the resources are uploaded on both Managebac and Google classroom. After finishing our unit, we had some revision about numbers and started a grammatical topic “le futur proche et simple”.

Assessment Overview (Phase 3) :

A summative assessment was done on 8th of April in Criteria A “Listening”, B “Reading” and D “Writing”. On 15th of April, we did Criterion C “Speaking”.

Service as action (Phase 3) :

Students enjoyed giving some advice to the community on how to communicate effectively. They also did their reflection on this service as action.

Activities and Tasks Overview (Phase 2) :

We continued with our unit “How do we communicate?” Learners identified the origin of technology and they discovered the tools of communication and how we use them to communicate. After that, learners discussed the topic of mobile phones with their advantages and disadvantages while researching the information and reflecting on different images. At the end, learners revised the numbers and they learned how to use the near future “le futur proche”.

Assessment Overview (Phase 2) :

Learners went through a summative assessment to cover Criteria A, B and D and learners will go through a summative assessment to cover Criterion C on the 8th of May.

Activities and Tasks Overview (Phase 1) :

We continued working on the same unit, where we discussed several greeting phrases that we use, we identified different vocabulary to describe how we feel. We took several online activities that are related to the subjects that we are covering in this unit.

Assessment Overview (Phase 1) :

Learners will go through summative assessments in May.

INDIVIDUALS AND SOCIETIES

The Power of Innovation

Interdisciplinary Unit between (Individuals and Societies and English Language and Literature)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Time, place & Space and Connections
- Significance, Identity and Theme
- Identities and Relationships (Competition and cooperation)

- Statement of Inquiry :

Throughout time, various individuals contributed significantly to the development of the world through their innovations and creations. This led to writers competing and cooperating to create literary works, themes and connections between different identities that reflected the significance of these innovations.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction/ Negotiate ideas and knowledge with peers and teachers
- Research Skills (Information literacy) → Collect, record and verify data/ Collect and analyse data to identify solutions and make informed decisions/ Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions/ Identify primary and secondary sources

- **Research Skills (Media literacy) → Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)**
- 1. **Thinking Skills (Critical thinking) → Analysing and evaluating issues and ideas/ Gather and organize relevant information to formulate an argument/ Interpret data/ Evaluate evidence and arguments/ Revise understanding based on new information and evidence/ Use models and simulations to explore complex systems and issues**
- **Thinking Skills (Transfer) → Utilizing skills and knowledge in multiple contexts/ Inquire in different contexts to gain a different perspective**

Month Overview:

In April, students were introduced to a new Interdisciplinary Unit (IDU) about innovation. This unit is taught collaboratively by the I&S and English teachers. In I&S sessions, students will focus on identifying the difference between pioneers, innovators and developers as well as explore some of the major figures in the 19th century. In English sessions, students will focus on reading and analysing science fiction short stories in order to write an expository essay at the end of the unit.

Activities and Tasks Overview:

Students began this unit by exploring briefly the key elements in an IDU unit. Then, they had an activity where they were expected to differentiate between the three main terms in this unit, pioneer, innovator and developer. They were able to identify the difference as well as give examples. After that, they watched a video on the first pioneers in America focusing on Lewis and Clark, the first explorers to venture into the NorthWest Passage. Finally, they explored the factors that help increase innovations and applying this knowledge on Thomas Edison.

Assessment Overview :

Our formative assessments are ongoing through all the tasks, assignments and activities we do. Students are able to see the link between the work they are doing and the assessment criteria.

Service as Action :

Students are expected to use their newly acquired knowledge of pioneers and innovators to come up with their own innovative solutions to some of today's problems. They could also raise awareness about certain innovations and/ or unknown innovators.

MATHEMATICS

Equivalent Forms Of Quadratic Equations

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Form
- Patterns, Equivalence and Systems
- Scientific and Technical Innovation (Models)

- Statement of Inquiry :

Representing patterns with equivalent forms can lead to better systems and models.

- ATL Skills :

- Thinking Skills (Critical Thinking) → Draw reasonable conclusions and generalizations/ Propose and evaluate a variety of solutions)
- - Thinking Skills (Creative Thinking) → Apply existing knowledge to generate new ideas, products or processes

Month Overview :

This month, we continued with the last part of the same unit which is called (Equivalent forms of quadratic equations). In this part, we focused on forming quadratic equations from word problems and solving them using different methods. Then, we learned to represent these equations by graphing using all the knowledge that we have learned from the unit.

Activities and Tasks Overview:

Students learned different methods to solve quadratic equations (by factoring, completing the square and formulae) and how they can find the number of solutions without solving the equation by $(b^2 - 4ac)$. They practiced how to translate a word problem into a quadratic equation and solve it using one of the methods that we learned. Here they have practiced extensively the two ATL skills (propose and evaluate a variety of solutions and apply existing knowledge to generate new ideas, products or processes) Also, they will learn the steps needed to follow for representing any quadratic equation by graphing and how to use the graph to find the solutions.

Assessment Overview

Students are practicing with different forms of formative assessments during the class. They had also criterion B (Investigating Patterns) and criterion A (Knowing and Understanding) summative assessment, and they are prepared for Criteria C & D.

PHE

Stay Healthy

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Refinement and Choice
- Identities and Relationships (Lifestyle Choices)

- Statement of Inquiry :

The choices of relationships we take may lead to the refinement of our healthy bodies.

- ATL Skills :

- Thinking Skills (Critical Thinking) → analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding.

Month Overview :

This month we continued our unit talking about fitness and a healthy lifestyle. Students learned what the food components are and the fitness elements. They learned that the choices of relationships we make may lead to the refinement of our healthy bodies.

Activities and Tasks Overview :

We focused on the fitness elements and students learned about food components. Students watched a video on food components and what the benefits of vitamins and water are. Then, they started working on powerpoint slides talking about food components.

Assessment Overview :

Students will have a Summative assessment in Criterion A (Knowing and Understanding). Students will be asked to practice oral presentations to get feedback from their teacher and classmates on presentation skills and content presented according to the strands of Criterion A.

BIOLOGY

Reproduction

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Patterns, Interaction and Consequences
- Identities and Relationships (Moral Reasoning and Ethical Judgment)

- Statement of Inquiry :

Because scientists understand the relationships between genes and inherited characteristics, using reason may result in using genetic patterns to shape identities.

- ATL Skills :

- Research Skills (Information Literacy) → researching information for formal essay writing calls for correct use of citation, footnotes, and referencing
- Social Skills (Collaboration) → science is a collaborative endeavour. Scientists usually work in teams that support each other, as do students of science in schools
- Thinking Skills (Critical Thinking) → Reflective analysis and evaluation of evidence

Month Overview:

One of the key characteristics of life is reproduction. All organisms, from microscopic bacteria to humans and even giant trees have a limited lifetime, and develop, age and eventually die. We will learn about the different types of reproduction and students will reflect on the ethical and social impacts regarding cloning and the researchers that support using stem cells.

Activities and Tasks Overview:

Class work, research, ongoing assignments were conducted on the topic of reproductive systems. Students are preparing a website as they conduct a full scientific research to formulate awareness about the brain and the common conditions and problems. Students will use their understanding about the factors related to the health of the nervous system in order to fully cover the scientific research as a website that will be later shared with other grade levels.

Assessment Overview:

Students will go through Criterion A (Knowing and Understanding) and through the assessment students will be introduced to different situations and problems to solve that are related to the lesson.

Service as Action:

'Brain Disorders Awareness Event' Awareness campaign where students will share their ideas with other grade levels to spread awareness around the school community on brain disorders.

PHYSICS

Making Sense Of Electrical Circuits

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Patterns, Interaction, Evidence and Models
- Personal and Cultural Expression (Exploration)

- Statement of Inquiry :

The field of Electricity is evidently a fundamental model to the modern world, yet many people do not understand the basic ideas related to electrical currents.

- ATL Skills :

- Thinking Skills (Critical thinking) → Analyzing and evaluating issues and ideas, revise understanding based on new information and evidence.
- Thinking Skills (Transfer) → combine knowledge, understanding and skills to create products or solutions
- Research Skills (Information Literacy) → Finding, interpreting judging and creating information, use memory techniques to develop long-term memory

Month Overview :

This unit will allow students to gather evidence to see patterns and relationships between current and resistance that are important for the function of an electric circuit. This unit also aims to clear some misconceptions regarding the electric circuit including that voltage flows around a circuit, you can put voltage into a light bulb, or that batteries provide electrons for a circuit.

Activities and Tasks Overview :

Students discussed circuits and how the electrical current travels in a series and parallel circuits, and explored different materials that were considered as good conductors and bad conductors. Students used their research skills to find different information about potential differences and electrical resistors. Students have explored and solved different problems on how to calculate the potential difference resistance, and the current across various circuits.

Assessment Overview :

Students practiced, Criterion A, where they applied their knowledge and understanding to solve this unit's problems. Moreover students practiced Criterion B (Inquiring and Designing) & Criterion C (Processing and Evaluating) where they conducted experiments in circuits to design and test different circuits.

Service as Action :

Students will use their creativity to educate people about electricity to stay safe.

CHEMISTRY

Important Redox Reactions

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Energy, Interactions and Consequences
- Orientation in Space and Time (Displacement and Exchange)

- Statement of Inquiry :

Developments of our understanding of the energy changes in redox reactions could have considerable consequences on our societies around the world.

- ATL Skills :

- Thinking Skills (Transfer) → Inquire in different contexts to gain a different perspective
- Thinking Skills (Critical-thinking) → Practice observing carefully in order to recognize problems

Month overview :

In this unit, we are learning how batteries are made as well as the importance of different redox reactions around us. As the availability of fossil fuels decreases, we imagine a future where transport is based on electric cars. Research is being carried out to produce batteries that will provide sufficient power while allowing significant distances to be travelled between recharging. We are investigating how metals are extracted from their ores.

Activities and Tasks Overview :

Students are exploring different redox reactions in our lives and their importance. Furthermore, we are investigating how to write half redox reactions; oxidation and reduction. We are using different simulation and virtual labs to demonstrate the process of oxidation and reduction and the whole process of redox reactions.

Assessment Overview :

Criterion A (Knowing and Understanding) is being practiced formatively and summatively during classes. Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) are practiced throughout outlining the process of extracting some metals from their ores. Criterion D (Reflecting on the Impacts of Science) is being assessed during the unit in order to describe the ways in which science is applied and used to address the ethics behind using fertilizers as an issue to be discussed.

Service as Action :

Students took action by designing sustainable batteries to serve people.

PERSONAL PROJECT

- **ATL Skills :**

- **Communication Skills** → Organize and depict information logically
- **Self-management Skills (Organization)** → Managing time and tasks effectively. Keep an organized and logical system of information files/notebooks
- **Collaboration skills** Delegate and share responsibility for decision-making

Personal Project Overview :

During this month, we learned more about the three elements of the personal project; the process journal, the report and the product. Students also learnt about appendixes and how to evaluate their work according to criteria created by the students. We will be working on the timeline where students need to decide how they are going to complete all the requirements according to their timeline and base. We learnt how we can implement the ATL skills in our report and in our process journal. Students are now more confident and aware of the expectations.

ATL

- **ATL Skills :**

- **Communication Skills**

- Give and receive meaningful feedback.
- Use a variety of media to communicate with a range of audiences.
- Interpret and use effective modes of non-verbal communication.
- Negotiate ideas and knowledge with peers and teachers.
- Share ideas with multiple audiences using a variety of digital environments and media.

- **Organization Skills**

- Plan short-and long-term assignments; meet deadlines.
- Set goals that are challenging and realistic.
- Plan strategies and take action to achieve personal and academic goals.
- Use appropriate strategies for organizing complex information.

- **Social Skills**

- Practice empathy
- Take responsibility for one's own actions
- Make fair and equitable decisions
- Emotional management
- *Practice strategies to overcome impulsiveness and anger
- Analyzing & evaluating issues & ideas
- *Practice observing carefully in order to recognize problems

ATL/ Counselling :

During this month students reflected on the topic of time management and how proper time management is reached. Students were also provided with the opportunity to share different experiences of success, challenges they have faced, and advice they can share with others for self-improvement. Through this month students were also provided with the opportunity to share their skills and talents through our learn a skill/ teach a skill lessons.