

COLLÈGE DE LA SALLE FRÈRES

MYP **NEWSLETTER**
2020

 **YEAR 4**



TABLE OF CONTENTS

01. Arabic language
02. Visual art
03. Design
04. Drama
05. English & literature
06. French language
07. Individuals and societies
08. Mathematics
09. PHE
10. Biology
11. Physics
12. Chemistry
13. Personal project

ARABIC LANGUAGE

تحقيق الأحلام مهما كانت صعبة المنال

- الزّمان والمكان والفرّاغ
- مكان أو زمان الأحداث - الشّخصيّة.
- الهويّات والعلاقات (التنافس والتعاون)

- المفهوم الرّئيس :
- المفاهيم ذات الصلة :
- السّياقات العالميّة
- والاستكشافات :

تفاعل الشّخصيّات وتواصلها في العمل الأدبيّ
يكشف دورها في فهم العلاقات والهويّات من خلال
الزّمان والمكان

- جملة البحث والاستقصاء :

- المهارات التعاونيّة: تبادل الأفكار والرّسائل
والمعلومات بفاعليّة عبر التّفاعّل. تفسير أنماط
التواصل غير الشّفهي واستخدامها استخدامًا
فعالًا. استخدام الصّيغ الملائمة للكتابة لأغراض
وجماهير مختلفة.
- مهارات التفكير ، نقل المهارات : استخدام
المهارات والمعرفة في السّياقات المتعدّدة:
عمل الرّوابط بين مجموعات الموادّ الدّراسيّة
والفروع المعرفيّة. الجمع بين المعرفة والفهم
والمهارات لعمل المنتجات أو وضع الحلول.

- مهارات أساليب التّعلّم :

نظرة عامة على الوحدة :

تمّ الانتهاء من الوحدة الأولى (أبواب السّعادة) وتأمّل نهاية الوحدة من خلال المحطّة
الختاميّة و ربط الأفكار المطروحة في المقالات والقصائد الشّعريّة المدروسة بالتّدعيم
بأمثلة ومناقشة العاطفة ومراجعة عامّة للتدريبات النحويّة والإملائيّة المختصّة بالأفعال
والأسماء المبنية والمعربة وهمزتي الوصل والقطع، بالإضافة إلى متابعة ملامح متعلم
البكالوريا الدوليّة ومصطلحات الإرشاد والتوجيه الخاصّة بمجموعة اللغة والأدب. كما تمّ
البدء بالنظرة العامة للوحدة الثّانية. عرض المحور الأول: مدخل إلى فن الرواية (رواية
الخيمنيائي للكاتب البرازيلي باولو كويلو): من حيث مفردات الوحدة ومهارات أساليب
التّعلّم والتقييم الذاتي لمهارات أساليب التّعلّم (مستوى الكفاءة لدى كل طالب وطالبة)
ووصف المعرفة القبليّة لفن الرواية، ومفهوم الرواية وعناصرها من حيث الشّخصيّات
والزمان والمكان والأحداث والصّراع والعقدة والحبكة والنّهاية.

نظرة عامة على الأنشطة والمهام:

نشاط الأدباء الصغار ، فكلّ طالب لابدّ أن يكون قادرًا ومهتمًّا لرواية حكاياته والتواصل من خلالها بثقة مع محيطه وينقل القصة التي قرأها للجمهور، ليطور شخصيته ويشارك الآخرين بما يقرأ، بحيث يتمكن أكثر من التعرف إلى قدراته وتقييم نفسه والآخرين، فكلّ شيء قابل للتجريب والاكتشاف والتغلب على الصعوبات في الحياة اليومية. إن أهمية هذا النوع من النشاطات يُساعد في استخدام اللغة العربية الفصيحة والصحيحة حيث أنّ المشاركة تُرسي روح الفريق في النفوس وتنمي روح العمل.

نظرة عامة على التقييم:

التقييمات التكوينية والختامية تمّ إعطاء تقييمًا تكوينيًا بعنوان (وسائل الإعلام) و تقييمين نهائيين ، تقييم خاص بمعيار (أ) التحليل، والتقييم الثاني بمعيار (ب) التنظيم و(ج) إنتاج النص، و(د) استخدام اللغة. كما تمّ إعطاء تقييمًا تشخيصًا يشمل القراءة الجهرية المسجلة.

الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة.

VISUAL ART

Think like an artist

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

- Aesthetics
- Presentation and Expression
- Personal and Cultural Expression (Histories of ideas)

- Statement of Inquiry :

Presenting aesthetics by expressing histories of ideas.

- ATL Skills :

- Thinking (Creative-Thinking):
Use brainstorming and visual diagrams to generate new ideas and inquiries./ Make unexpected or unusual connections between objects and/or ideas.

Month Overview :

This unit investigates a plethora of ideas that were evident through art over the years and were the main inspiration and trigger behind expressing and presenting art differently across history's timeline. Aesthetics as a philosophy and understanding its roots, is at the heart of this unit, that will enable students to come up with ideas and themes that will translate into artworks fit to present a personal and cultural expression.

Activities and Tasks Overview:

In a search to look into aesthetics and the different forms of it in art history, we started this unit in an in depth study of different milestones in art across a timeline that extended from prehistoric to modern time. This research discussed main features and histories of ideas that were tackled in the art in those periods. We investigated the importance to understand the emergence of aesthetics as a philosophy, tracing it back to prehistoric times and how it became evident as a discipline in western and Arab art. A proper comparison will take place, to identify the differences between two different art movements and eventually transfer the knowledge into personalized artworks, using a variety of art techniques.

Assessment Overview:

We will be able to implement all four criteria throughout a cycle of continuous investigations that will lead into an artistic response that is true to the student and presents a true artistic identity just like artists do and acquire over the years. This unit aims to highlight how presenting aesthetics can be established by expressing histories of ideas.

Brief History of Art

By: **Natasha Tseganoff**
Class: **9 MYP 4**

Modern Art

(Kubler - Amman-dillon)

Art was created since the Stone age, ever since then it has been constantly evolving from one age to the other. Some still do the same things as the one before them but developing it in their own way, after creating a completely new style of art. Some even were accepted, others had a hard time being accepted or even being called art in the first place. But eventually they were accepted.

This call has been going on! We reached the present, more street art, other what known as graffiti art, is most famous style nowadays. Here are some examples from my own country around my area.

1

2

3

4

5

6

7

8

9

10

By: Natasha Tseganoff
Class: 9 MYP 4
2023-2024
All rights reserved.
© Natasha Tseganoff

DESIGN

An Apple a Day... (Stop Motion)

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

- Development
- Adaptation and Function
- Identities and Relationships (Happiness and the good life)

- Statement of Inquiry :

Adaptation causes the Development of Functions for Happiness & the Good Life.

- ATL Skills :

- Research (Media-literacy Skills): Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks); Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Thinking (Creative Thinking Skills): Practise visible thinking strategies and techniques.
- Thinking Skills (Transfer Skills): Make connections between subject groups and disciplines

Month Overview:

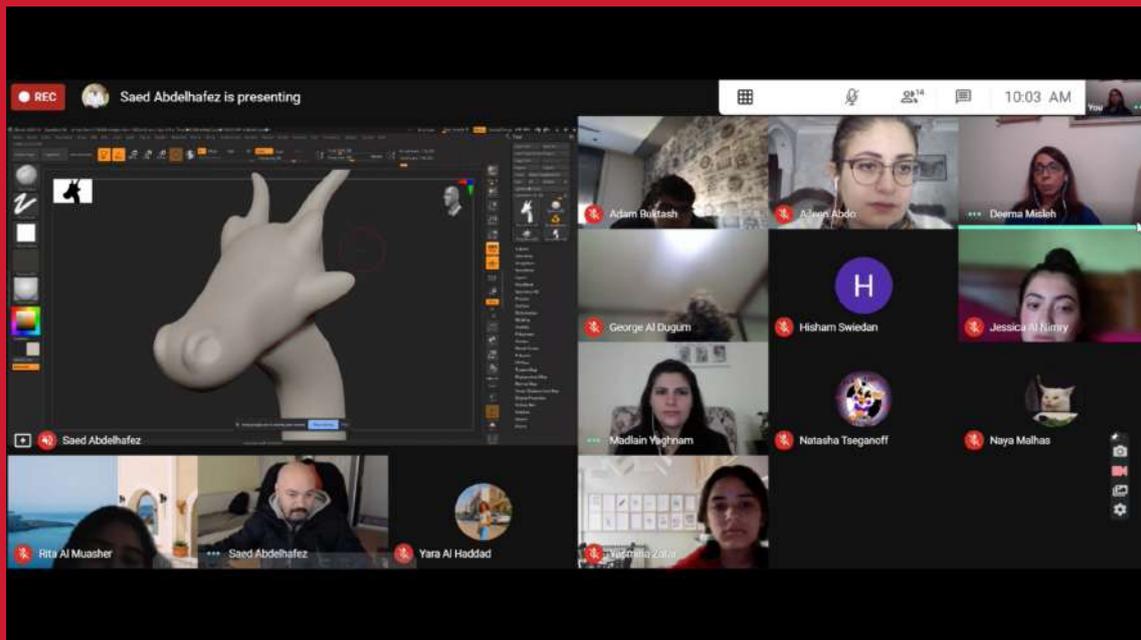
This month, we concluded our previous unit and started working on our second unit to create a stop-motion animation.

Activities and Tasks Overview :

Our activities for this month were mainly focused on understanding the terminology and performing research to understand the requirements. We also investigated concepts of animation and how to create a flipbook as a first step in creating a stop-motion animation. The students also attended an online lecture by Mr. Saed Abdelhafez who explained the principles of animation, how it's created, and what is needed to study it, and they saw live examples.

Assessment Overview :

The students were assessed formatively in their abilities to create a flipbook, and their research abilities to connect the different concept together.



DRAMA

Filmmaking and acting for film

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

- Change
- Presentation, Role, genre.
- Personal and cultural expression (philosophies and ways of life)

- Statement of Inquiry :

Films may represent people's ways of life, especially when actors play their roles and change their reactions while filming.

- ATL Skills :

- Social Skills (Collaboration): Working effectively with others/ Use social media networks appropriately to build and develop relationships/ Practise empathy/ Negotiate effectively.
- Self-management Skills (Organization): Managing time and tasks effectively/ Bring necessary equipment and supplies to class/ Understand and use sensory learning preferences (learning styles)

Month Overview:

This unit focuses on filmmaking elements and acting for (film). This month we will focus on types of cinematic shots, angles and auditions basics.

Activities and Tasks Overview :

We started a presentation about filmmaking and acting for film. Students researched in every class about what they learned for camera shots types and styles. They were assigned to start taking pictures by themselves related to what they have learned.

Assessment Overview:

The summative assessment will be given at the end of November. It will be about cinematic shots and camera angles and their meanings.

ENGLISH AND LITERATURE

Are We Limited by the Obstacles We Face?

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

- Communication
- Theme and Genres
- Identities and Relationships (Attitudes)

- Statement of Inquiry :

Writers can use themes and genres in literature to convey different attitudes and the importance of communication in relationships.

- ATL Skills :

- Communication Skills: Use appropriate forms of writing for different purposes and audiences & Give and receive meaningful feedback.
- Thinking Skills (Creative Thinking): Use existing works and ideas in new ways.
- Thinking Skills (Critical Thinking): Consider ideas from multiple perspectives.
- Research Skills (Information-literacy): Evaluate and select information sources and digital tools based on their appropriateness to specific tasks & Make connections between various sources of information.
- Research Skills (Media-literacy): Seek a range of perspectives from multiple and varied resources.

Month Overview :

Month Overview In November, students read and analysed the play The Miracle Worker.

Activities and Tasks Overview :

Through interactive sessions, which included games, pair work and group work, students read and analysed Acts 1, 2 and 3 from the play *The Miracle Worker*. They outlined the events of each act and analysed and compared and contrasted between characters. Learners also learned new literary, technical and performance related drama conventions. They wrote a journal entry from the perspective of one of the characters. The focus was also on identifying aspects of unsuccessful/ successful communication and suggesting reactions to make it clearer and effective.

Assessment Overview :

Students will be formatively and summatively assessed at the end of the unit. They are expected to write and present a monologue.

FRENCH LANGUAGE

Are you a Victim of Consumption?

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

- Creativity
- Idiom and Audience
- Personal and Cultural Expression (Products)

- Statement of Inquiry :

Through consumption, we can express ourselves creatively and fulfill our desires and envy.

- ATL Skills :

- Communication Skills :
Give and receive appropriate feedback.
- Social Skills (Collaboration) :
Give and receive appropriate feedback.
- Thinking Skills (Creative Thinking) :
Brainstorm and use visual diagrams to generate new ideas and research.
- Self-management Skills (Reflection) :
Consider content: What did I learn today?
What yet I don't understand ? What questions do I have now?

Month Overview :

We are still covering the same unit. This unit showed students how to use money, what they like to buy and what they like to wear. They explored what consumption is and how to consume reasonably. They also explored some advertisements.

Activities and Tasks Overview (Phase 3) :

Students discovered what type of buyers they are by answering some questions. We observed many advertisements and analysed them by examining the pictures and videos. We watched many videos about this topic and finally we tried to invent our own publicity about chocolate. For grammar topics, we learnt about direct and indirect personal pronouns. Students reflected about our unit by on Padlet and by reflecting on the ATL's that we have learnt. We also started our new unit: "Are you curious?" We had a presentation about our unit with the key and related concepts and global context. We had our statement of inquiry and the factual, conceptual and debatable questions. We started with the holidays that we have; on the beach, in mountains etc... and the activities that we do. We observed some photos and analysed them. Students wrote a letter to their French friend talking about the best holidays. All lessons had presentations, videos and games to implement what we took and they were posted as resources on Managebac and Google Classroom.

Assessment Overview (Phase 3) :

Students had their summative assessment in Criterion C (Speaking) on the 7th of November. Summative assessments in criteria A (Listening) and D (Writing) will be held during December.

Activities and Tasks Overview (Phase 2) :

Learners identified what we can buy online and if it is an efficient method. Then, learners analyzed a dialogue in a shop and wrote their own dialogues to buy something they need from a store. After that, learners watched a video about consumption and understood how consumption affects the country's economy and revenues.

Assessment Overview (Phase 2) :

we had a summative assessment took place on the 7th of November to cover Criteria C (Speaking), Summative assessments will be held during December to assess criteria A (Listening), B (Reading) and D (Writing)

Activities and Tasks Overview (Phase 1) :

This month we covered several topics and competencies such as; colors vocabulary in french, days of the week, months of the year, the seasons, farm and wild animals and what vocabulary we used to talk about family members. At the end of this month, we revised school subjects and how to talk about your favorite school subject.

Assessment Overview (Phase 1):

)Our formative assessment was on the 19th of November in criterion A (Listening) and criterion B (Reading). Our summative assessment was on the 23rd of November in criterion A (Listening) and criterion B (Reading). Summative assessments will be held during December.

INDIVIDUALS AND SOCIETIES

Do social, cultural and artistic movements reflect the era in which they take place?

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

- Time, Place and Space
- Perspective and Culture
- Personal and Cultural Expression (Philosophies and Ways of Life)

- Statement of Inquiry :

Social, cultural and artistic movements reflect the time, place and space of their civilizations.

- ATL Skills :

- Research Skills (Information Literacy): Access information to be informed and inform others.
- Thinking Skills (Critical Thinking): Recognise unstated assumptions and bias/ Evaluate evidence and arguments.
- Thinking Skills (Transfer): Inquire in different contexts to gain a different perspective.

Month Overview :

This month, we have started our second unit. This unit focuses on how art in all its forms can be a true reflection of different time periods and political and social movements.

Activities and Tasks Overview :

We began this unit by examining two different paintings from two different art movements that represent the beginning and end of the 19th Century. After that, students explored the impact war left on artists through examining several of the war paintings. After that, Ms Aileen Abdo, our Visual Art teacher, joined our class for a lesson on the Dada movement. Students learned how certain art movements represented specific thought. They also learned that art is all about personal expression and personal perspective, meaning there can be no such thing as bad art. Then, we learned about the Socialist Realism movement in the USSR combining the history of the USSR with the art movement. At the end of the unit, students focused their attention on the 1960s and the Youth Movement that emerged on the UK and the USA.

Assessment Overview :

Students will start their formative and summative assessments in December.

MATHEMATICS

Equality models

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

- Form
- Equivalence and Models
- Identities and Relationships (Motivations)

- Statement of Inquiry :

Modelling with equivalent forms of representation can motivate decisions.

- ATL Skills :

- Thinking Skills (Transfer): Apply skills and knowledge in unfamiliar situations.
- Communication Skills: Organise and depict information logically

Month Overview :

This month, we finished everything related to the first unit. Then, we started with the second unit that is called (Equality models). In this unit, we will focus on Algebra generally and linear equations specifically. Students will be able to use the linear equation to help in some decisions and motivations and where we can use what we mean by variables and why we name them like that. Then, students learn what are the strategies that are used to solve linear equations.

Activities and Tasks Overview :

Students started with some prior knowledge by going over the meaning of variables, distinguishing between terms in one expression. Also, they revised the difference between equation and expressions as well as linear and other types of equations. They solved problems about expanding brackets and adding fractions that will help them in solving harder questions about solving linear equations. Students solved some problems in context where they can apply the ATL Transfer skills (Apply skills and knowledge in unfamiliar situations).

Assessment Overview :

Students had Criteria C & D summative assessments from the first unit which was about the relationship between water conservation and the size of the diameter of pipe.

PHE

Volleyball (Spike It)

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

- Communication
- Interaction and Space
- Identities and Relationship (Transitions)

- Statement of Inquiry :

Transition in a certain space may become successful through communication and interaction between players.

- ATL Skills :

- Self-management Skills (Reflection): identify strengths and weaknesses of personal learning strategies.

Month Overview:

This month, we continued to tackle our unit on Volleyball. Students learned the strategies in volleyball they can use on court offensively and defensively. Students examined how interaction between the players creates space on court.

Activities and Tasks Overview:

Students watched videos on the volleyball skills (Set and Spike). They searched for offensive and defensive plays they can use during the game. Students watched a volleyball game to find out the rules in it.

Assessment Overview:

Students will have three different summative assessments. One was in Criterion A, where students will explain and answer questions about volleyball rules. Then, in Criterion B, where students will be asked to find an offensive or defensive strategy to use it during the game. Finally, in criterion D, where the students will be asked to evaluate their strategy and will explain their performance level.

BIOLOGY

Body Form

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

- Change
- Transformation, Form and Function
- Scientific and Technical Innovation (Processes and Solutions)

- Statement of Inquiry :

The function of scientific and technical innovations is to enhance our ability to perceive and respond to change in forms and in our surroundings, which has consequences on our survival.

- ATL Skills :

- Thinking Skills (Critical Thinking): Identify obstacles and challenges/ Revise understanding based on new information and evidence/ Gather and organize relevant information to formulate an argument/ Interpreting information.
- Thinking Skills (Creative Thinking) : Apply existing knowledge to generate new ideas, products or processes.
- Communication Skills: Negotiate ideas and knowledge with peers and teachers.

Month Overview :

In this chapter, we will explore more about mechanisms of interaction as all living things use similar mechanisms to interact with their environment. Students will get to know their digestive, respiratory and circulatory systems.

Activities and Tasks Overview :

Students will research and explore more about the human body and describe the relationship between form and function. We will learn about the human body system and organs. We will brainstorm how much of our body systems can technology replace. Students will list examples of how gases, liquids or dissolved substances from the external environment is brought into an organism.

Assessment Overview :

In this chapter, we will investigate the relationship of the osmosis and surface area in living cells in Criteria B and C. We will also check our knowledge in Criterion A (Knowing and Understanding).

PHYSICS

Flight

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

- Change
- Development, Form and Function
- Orientation in space and time (Displacement and exchange)

- Statement of Inquiry :

Our understanding of aerodynamics principles and subsequent developments in the form and function of aviation technology have led to radical changes and displacement in society.

- 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.
- Communication: Exchanging thoughts, messages and information effectively through interaction (give and receive meaningfully feedback).

Month Overview :

This unit provides students with information on how inventors gave serious thought to human flight. Students will learn about the development of aviation through the centuries beginning with the invention of kites by the Chinese and ending with the piloted aeroplane. They will also learn about the inventions that came in between such as the hot-air balloon and the glider.

Activities and Tasks Overview :

Students discussed what forces are involved in flight through examples. Students learned the technology behind balloons, Airships, fixed-wing aircraft development and connected Newton's third law and Bernoulli's principle to explain how aeroplane generate lift force to be able to overcome gravitational force and be able to fly.

Assessment Overview :

Students will practice by the end of this unit, Criterion A, where they will apply their knowledge and understanding to solve this unit's problems. Students practiced Criterion B and C and wrote an investigation report related to freefall of objects and how gravitational acceleration affects this object.

Service as Action :

Students will explore aviation beyond Covid 19 or aviation beyond war weapons

CHEMISTRY

Ions and Our Health

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

- Relationships
- Models and Evidence
- Identities and Relationships (Health and well-being)

- Statement of Inquiry :

Scientists continue to find relationships between models to better understand the role of various elements in human health provided by evidence.

- ATL Skills :

- Thinking Skills (Critical Thinking):
Revise understanding based on new information and evidence.
- Self-management Skills (Affective):
Practice focus and concentration.
- Self-management Skills (Organization):
Plan short and long-term assignments; meet deadlines.
- Self-management (Reflection) : develop new skills and techniques for effective learning.
- Thinking Skills (Transfer): Apply skills and knowledge in unfamiliar situations.
- Research Skills (Media literacy):
Consider how to write an effective research question

Month Overview :

This unit considers how life on Earth has evolved in the presence of minerals. Not surprisingly our bodies need many of the elements in these minerals to function. A balanced diet will usually provide these elements, although many people take extra supplements. Nature and industry can sometimes cause minerals, or the related ions, to build up to dangerous levels in our environment.

Activities and Tasks Overview :

Students explored the patterns in the periodic table according to groups and periods. Throughout interactive classes, students were introduced to atomic Dot-configuration and isotopes chemical and physical properties. Students explored the scientific method of naming chemical compounds. Students are investigating the importance of minerals, as they contain ions, to our health.

Assessment Overview :

Students were assessed in Criterion D (Reflecting on the Impacts of Science) as they were asked to write a report to discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue. Criterion A (Knowing and Understanding) is assessed at the end of the unit.

Service as Action :

Students will explore ways to balance their diet as teenagers to make it healthy and full with the needed supplements.

PERSONAL PROJECT

- **ATL Skills :**

- **Self Management Skills (Organization):**
Plan short and long term assignments;
meet deadlines
- **Research Skills (Information Literacy):**
Create references and citations/
Evaluate and select information
sources and digital tools based on their
appropriateness to specific tasks

Personal Project Overview :

We are becoming more aware of our identities and what we are interested in. We started to plan for our PBL by selecting our goals carefully and measuring if they are achievable and provable. We want to learn and explore the most. We started to think of our products and to plan how to achieve them. Parents-Students evening was held during the month to ensure that students, parents and teachers are aware of the personal project criteria, the role of the supervisor, and what students are expected to do through this journey. As for the research, students now know how to create citations, references and bibliography. Students are also aware of the different types of sources. They are expected to have completed the unit regarding evaluating resources by the end of this month.