

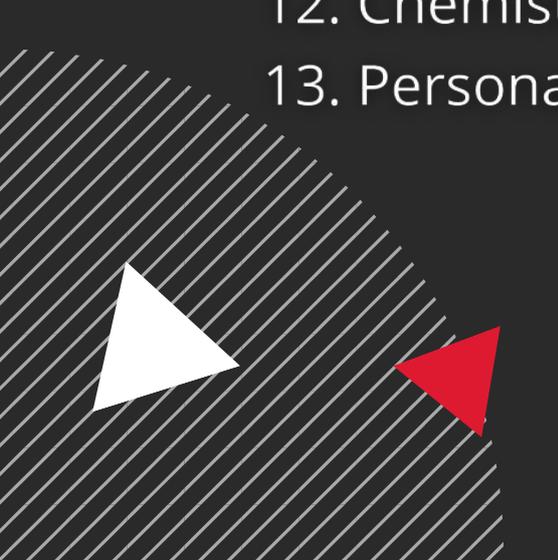
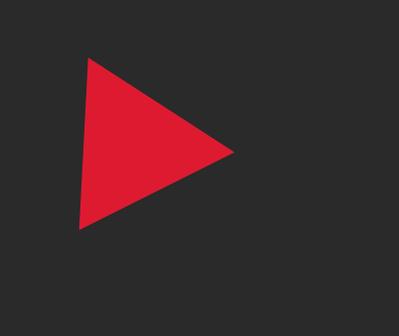
COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020/2021

 **YEAR 4**



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ARABIC LANGUAGE

تحقيق الأحلام مهما كانت صعبة المنال

- الزّمان والمكان والفراغ
- مكان أو زمان الأحداث - الشّخصيّة.
- الهويات والعلاقات (التنافس والتعاون)

- المفهوم الرئيس :
- 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 :

الانتهاء من عرض المحور الأوّل: مدخل إلى فن الرواية (رواية الخيميائي للكاتب للمؤلّف
والرّوائي 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. الانتهاء من المحور الثاني:
التحليل الأدبي للرواية من حيث المقدّمة: التعريف العام لفنّ الرواية وجو النّصّ و
التّعريف بكاتب الرواية ثمّ العرض وتحليل القضايا بدءًا بالجمال المفتاحيّة: لكل رواية
قضيّة أساسيّة يسعى الكاتب لإيصالها للقراء، ثمّ العنوان والذي يشكّل العتبة الأولى
للنّصّ الأدبي ويساهم في دلالات النّصّ واستكشاف معانيه، والشّخصيّات الرئيسيّة
والتي تُعتبر حجر الرّواية، والشّخصيّات الثانويّة، ثمّ الحبكة، مجموعة الحوادث المترتبة
ترتيبًا زمنيًا لشّد القارئ وتشويقه، والصّراع وتساعد أحداث القصة، والسرد وهو نقل
الأحداث على لسان الرّاوي والحوار الخارجيّ والذي يقوم على المشافهة بين شخصين،
والحوار الداخلي، والوصف والذي يُعدّ صورة مبدئيّة للبيئة والشّخصيّات، وأخيرًا الخاتمة
التي تضمن رأي الطلبة الشّخصيّ.

نظرة عامة على الأنشطة والمهام:

نشاط تنظيم المقالة التحليلية لرواية الخيميائي، وعرض التحليل باستخدام استراتيجية الجدل والمناقشة حيث قسّم الطلبة إلى مجموعتين كل مجموعة تبنت فكرة "الإثارة في المغامرة واستغلال الفرص والحظ والحب وفهم الحياة من منظور آخر وهو روح الكون" مع أم ضدّ؟ حيث دافع كل طالب عن وجهة نظره وفق أسلوب المناظرة مع الالتزام بأدب الحوار وأدب الاختلاف.

نظرة عامة على التقييم:

تمّ إعطاء التقييم التكويني بعنوان (كيف أنظّم مقالتي التحليلية لرواية الخيميائي؟) و التقييم النهائي الخاصّ بمعيار (أ) التحليل ومعيار (ب) التنظيم و معيار (ج) إنتاج النصّ، و معيار (د) استخدام اللغة.

الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة. و توعية الطلبة لتحقيق الأحلام وعدم الاستسلام بطرق مختلفة من اختيار الطلبة بالتنوع بين كتابة المقالات أو الرسائل .

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./Apply existing knowledge to generate new ideas, products or processes.
- Self-management (organizational skills) :
Plan short- and long-term assignments; meet deadlines. Create plans to prepare for summative assessments (examinations and performances). Bring necessary equipment and supplies to class.Keep an organized and logical system of information files/notebooks.
- Self-management (Affective skills) :
Demonstrate persistence and perseverance. Practice dealing with disappointment and unmet expectations.

Month Overview :

This unit evolved in December by creating a more concrete response to the knowledge acquired about the different histories of ideas that the local and islamic artists expressed in the region. The student managed to connect her understanding of geometric drawings, patterns and motifs as well as the use of the Arabic letter in a contemporary approach and realize a personal outcome, formatively that led the way towards the summative assessment process.

Activities and Tasks Overview:

Formatively we did different technical exprementations, applying watercolor and oil pastel techniques, exploring water and oil resistance to create dynamic motifs. Some artistic experimentation and findings shifted the artistic plan into some collage experimentation mimicking stained glass used in oriental architecture. Furthermore, and while preparing the process journal for the final product of this unit, a comparative study was conducted showing influences of the acquired knowledge in the student's personal mind map. The explorations led to a 3 piece mini-exhibit as the student will experience the opportunity to reflect a personalized sense of aesthetics, hence the unit's title "think like an artist". Planning, taking effective notes as well as learning to become more preserverent are all assets artists experience in the profession, therefore the student was put in similar conditions.

Assessment Overview:

The student implemented all four criteria throughout a cycle of continuous investigations that led 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. A final presentation was conducted, so that the student would be able to communicate the ideas for an audience.



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:

The last two months, we continued working on our second and final unit for the term to create the stop-motion animation as a final project.

Activities and Tasks Overview :

Our activities for this month were mostly relevant to exploring model making using clay, and creating claymations to that effect. This helped understand how to take pictures and the importance of the number of shots in the flow of the movement, in addition to understanding the constraints and limitations of the material. The students also selected their ideas to promote adaptation to current situations while maintaining a healthy lifestyle. They also created their sets to use for the animation. The program Filmora was also introduced with all its features explained and how to utilize it in the final product.

Assessment Overview :

The students were assessed formatively in their abilities to create a claymation and in research and developing ideas. The summative assessment was also started with the aim to submit a stop-motion project to promote a healthy lifestyle.



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). The last two months, we focused 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 was about cinematic shots and camera angles. Also, the use of eerie shot size and the meaning of using specific framing types.

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 :

In December and January, students learned how to analyse the events of the play *The Miracle Worker* and how to write a monologue.

Activities and Tasks Overview :

Through interactive sessions, which included games, pair work and group work, students analysed the themes of the play. Then, they learned what a monologue is, followed certain steps to create a well-developed one and studied the characteristics that make it effective. Students were also exposed to the strands of Criterion A (Analysing). They learned how to comment on and justify their ideas and opinions regarding certain events of the play and the creator's choice. They also interpreted similarities and differences between events and characters.

Assessment Overview :

Students were formatively and summatively assessed at the end of the unit. They were assessed in Criteria B (Organising), C (Producing Text) and D (Using Language) by writing a monologue from the perspective of one of the characters in the play. They were also assessed in Criterion A (Analysing) by commenting on the events and the characters of the play.

FRENCH LANGUAGE

Are you curious?"

- 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 :

Students discovered types of holidays, what activities we can do in each place. They discovered new places and what are the effects of tourism on some places.

Activities and Tasks Overview (Phase 3) :

Students had “Pulse Meters” to express their feelings. Students researched activities we do in mountains, on the beach and in villages. They also researched places where we can sleep during our holidays. They had dialogues and videos in a hotel to reserve a room. They discovered places in France to visit. They shared their own ideas about holidays on a Google Docs. They learned how to write a postcard and wrote one. They learnt how to conjugate past tense in French “Le passé composé” with videos, powerpoints and worksheets. They discovered a historical personality that was “inquirer” and searched for another one. They observed and analysed some photos about some tourist destinations and read a text about considering tourism as a disaster for some places. 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 a summative assessment in Criterion D (Writing) in December. Also, they had Criterion A (Listening) on the 7th of January.

Service as action (Phase 3) :

Students did their “service as action” for the previous unit on how to reduce consumption. As a service as action for this unit, students wrote some advice to tourists when they visit a place. They talked about the danger of tourism on nature and on the people living in that place. They also did reflection on this service.

Activities and Tasks Overview (Phase 2) :

Learners started with a new unit "Are you curious ?" they analyzed the statement of inquiry along with the Key and Related Concepts. Then, learners started to discover the places where they can spend their vacations and did research about the activities that they can do in each place. In addition to that, learners discovered the different types of vacations and shared their thoughts about where they would prefer to spend their vacation and what types of activities they will be willing to do.

Assessment Overview (Phase 2) :

Students had a summative assessment in Criterion D (Writing) in December. Also, they had Criterion A (Listening) on the 7th of January.

Service as Action (Phase 2) :

Learners did their service as action to help their community reduce consumption.

Activities and Tasks Overview (Phase 1) :

In the past two months, learners practiced a lot of reading in order to improve their pronunciation and understand new vocabulary. Learners talked about their favorite food after learning new vocabulary. Regarding grammar topics we finished the present tense with the 1st, 2nd and 3rd groups of verbs and we started talking about the past tense.

Assessment Overview (Phase 1) :

Learners had three summative assessments covering criteria A (Listening), C (Speaking) & D (Writing).

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 :

During this month, we finalized the unit and we focused on the general gaps in students' knowledge regarding I&S elements.

Activities and Tasks Overview :

Students had a series of lessons where we paid closer attention to certain elements of the I&S subject. Some of the topics included, Formulating Research Questions, Creating Action Plans, Understanding the Assessment Criteria, Citing and Evaluating Sources. All these guides can be found in their Google Classroom accounts as well as Managabac folders.

Assessment Overview :

Students had their formative assessment where they researched an aspect of the Youth Movement in the 1960s. This formative assessment tackled all criteria. As for the summative assessment, it will also be a research project and it will be due on January 14th, 2021.

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 :

In the last two months, we finished everything related to the second unit. In this unit, we focused on solving linear equations with two variables by graphing, substitution and elimination. Students will be able to use inequalities to find the region represented by them that will help in some decisions and motivations.

Activities and Tasks Overview :

Students solved more questions about linear equations with one variable. Then, they learned how to solve equations with two variables by graphing, substitution and elimination. After that, they were revised by inequities and how to solve and represent the answers on the number line and on graphs (by shading the region to represent the inequalities). Students are experts in using the desmos application to graph the equations then to get the solution from there - ATL (Organise and depict information logically). Students solved some problems in context where they can apply the ATL Transfer skills (Apply skills and knowledge in unfamiliar situations).

Assessment Overview :

Formative assessment in Criteria B (Investigating), C (Communicating) and D (Applying Mathematics in Real Life Contexts) were practised during the classes as either homework or classwork. Students had summative assessment in Criterion A (Knowing and Understanding) for the whole material that had been covered (unit 3 and 4).

PHE

Front Kick, Back Kick

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

- Change
- Movement and Energy
- Personal and Cultural Expression (Creation)

- Statement of Inquiry :

Taking the right movement may change the energy of the creation.

- ATL Skills :

- Affective skills :
Students must practice analyzing and attributing causes for failure.
- Critical thinking :
Students must know how to test generalizations and conclusions.

Month Overview :

This unit focuses on the kickboxing events. Students learned the rules and history of the game. They learned that taking the right movement may change the energy of the creation.

Activities and Tasks Overview :

Students went through the unit overview and statement of inquiry and answered in groups the inquiry questions. Students watched a video on the kickboxing routines and they learned the types of moves. Students researched the rules of the game and they started working on powerpoint slides talking about kickboxing history and rules. Students worked on making a plan to make a workout of kickboxing routines that contains all the moves.

Assessment Overview :

Summative Assessment in Criterion A, students made a powerpoint presentation talking about the basic rules and history of the kickboxing. Summative Assessment in Criterion B, students created a plan that contains all the moves they have created to perform it in their kickboxing movement routine. Summative Assessment in Criterion D, students reflected on how their choices of movement helped them to have more energy while performing their routine.

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 have learnt about how the systems of life are supported by biochemical reactions, and the transformations of energy that occur within cells. We have seen how enzymes work and explained what is meant by 'optimal conditions' for chemical reactions in cells. We have explored how innovations in science can lead to biochemical reactions being utilized to meet growing energy and food needs. We have learnt about our role as an inquirer, and how to nurture curiosity and develop skills for inquiry and research. We have discussed how oxygen is absorbed and transported to cells, and how waste products are removed.

Activities and Tasks Overview :

Students have practiced note taking. Also, we have revised the inquiry cycle and discussed how all scientific inquiry starts with a question and how the question is usually based on an observation. Also, we revised how the whole process can be thought of as a cycle.

Assessment Overview :

Students were assessed in Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating). They investigated the effect of concentration gradient on the Osmosis and cell sizes. Students measured the average change of length in cells as they have observed from the video. Students discussed the validity of a prediction based on the outcome of the scientific investigation. Also, they discussed the validity of the method as well as describing improvements or extensions to the method. Criterion A (Knowing and Understanding) where students were exposed to different problems that evaluated their knowledge and understanding of different systems and structure of the body.

Service as Action :

Students suggested different ways on how improving plant productivity makes a difference to disadvantaged communities.

PHYSICS

Light and Sight in Focus

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

- Systems
- Development and Consequences
- Fairness and Development (Inequality)

- Statement of Inquiry :

Visual systems and impairment for blindness have enormous implications, developments and consequences for quality of life, and opportunities for their treatment vary globally.

- 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 (information literacy skills) : Finding, interpreting judging and creating information, use memory techniques to develop long-term memory.

Month Overview :

Our sense of sight is integral in our everyday lives. Our eyes help us see things. Life without being able to see with your eyes is difficult and mundane tasks can become hard. This chapter focuses on how sight works, what problems people could develop in their vision, to what amount does the development of a society influence sight impairment, and what is being done on a global scale to aid with sight impairment.

Activities and Tasks Overview :

Students discussed how light travels and how the eye works. Students learned how mirrors and lenses work and the anatomy of the eye through virtual video and presentations. Students explored and discussed different vision problems and what the world action towards these problems.

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 D and wrote an investigation report related to communication technology problems and described factors that affect this communication technology and suggested a solution to solve the problem.

Service as Action :

Students will use their creativity to raise community awareness about vision impairment and suggest different solutions.

CHEMISTRY

Molecules and Metals in Our Lives

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

- Relationships
- Environment and Consequences
- Globalization and Sustainability (Human Impact on the Environment)

- Statement of Inquiry :

The idea of "Think globally, act locally" is important to protect fragile environment ecosystems and to find relationships between human actions and their consequences.

- ATL Skills :

- Thinking Skills (Critical Thinking) : Consider multiple alternatives, including those that might be unlikely or impossible.
- 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) : Collect, record and verify data

Month Overview :

This unit considers development of new chemicals and how that improved our lives. We investigated some of the millions of substances on Earth. These include small molecules such as oxygen and methane, larger organic molecules such as biological molecules, manufactured polymers and pesticides, and giant covalent structures as diamonds, in addition to the properties of metals.

Activities and Tasks Overview :

Students explored the balance between reliability of organic chemicals and their responsible use. Also, we explored the type of bonding between elements; ionic, covalent and metallic bonds and some examples of materials we use in our daily life. In addition, students explored the difference in properties of some giant compounds according to their structures. Students investigated the importance of minerals, as they contain ions, to our health. Learners developed attitudes relevant to chemistry such as: concern for accuracy and precision, objectivity, integrity, enquiry, initiative, and inventiveness.

Assessment Overview :

Students were assessed in Criterion B (Inquiring and designing) and Criterion C (Processing and Evaluating) as they were asked to design an appropriate investigation to investigate how different materials react in unusual conditions. Students discussed the validity of a prediction based on the outcome of the scientific investigation. Also, they discussed the validity of the method as well as describing improvements or extensions to the method. Criterion A (Knowing and Understanding) is assessed at the end of the unit.

Service as Action :

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

PERSONAL PROJECT

- **ATL Skills :**

- **Organization skills :**
Set goals that are challenging and realistic.
- Keep an organized and logical system of information files/notebooks.
- Use appropriate strategies for organizing complex information.

Personal Project Overview :

We went through different motivational videos to help students set up clear and SMART goals for their personal projects:

- **A Complete Guide to Goal Setting. Setting SMART Goals - How To Properly Set a Goal (animated)** (<https://www.youtube.com/watch?v=XpKvs-apvOs>)
- Through the sessions students were introduced to other motivating videos (<https://www.youtube.com/watch?v=PCRSVRD2Eak>)
- **Michelle Obama's Best Advice For Students | How To Succeed In Life** (https://www.youtube.com/watch?v=VxW5D5VPg_0)
- Students are more familiar now of how the process journal should look, as students discussed different ways how they can be creative in documenting their work.