

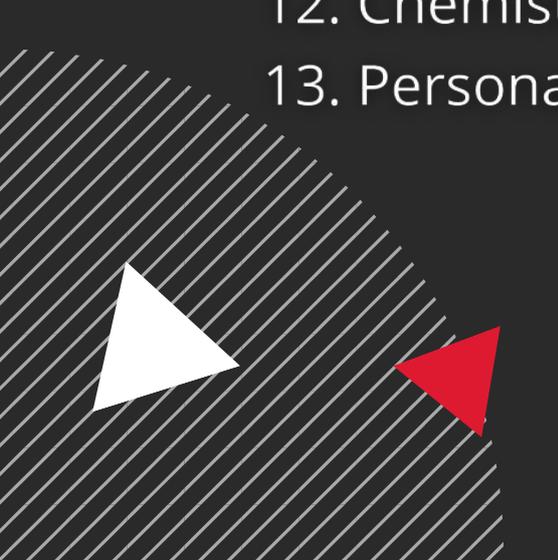
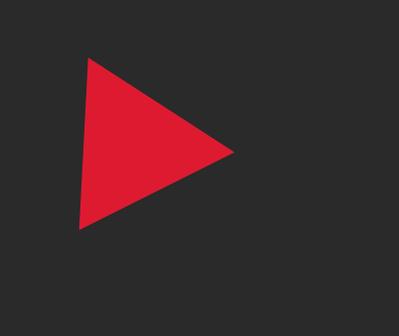
COLLÈGE DE LA SALLE FRÈRES

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 استماعاً فعّالاً 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 :

دراسة المحور الثاني: مادّة اللغة والأدب، أمجاد الأجداد "فن الشّعر" ومناقشة أسئلة البحث: أسئلة الحقائق والتي تتعلّق بأنواع الشعر و خصائص الشعر العمودي والشعر الحر و الغرض من القصائد والأسئلة المفاهيمية والتي تتعلّق بتأثير الشعر في بناء قيم الفرد والمجتمع والأسئلة الجدلية والتي توضّح دور الشعر في نشر القيم في المجتمع وانعكاس الشّعر على ثقافات الأفراد والتّعبير عن شخصياتهم، والتّعرّف على الكلمات والجمل المفتاحية التطبيقية، كما تمّ دراسة معنى الشّعر وعناصره وأعراضه ، وتحليل قصيدة (هذا هو الأردنّ) للشاعر حيدر محمود. تمّ دراسة المفردات والقواعد النحويّة المناسبة للسياق من الجمل الاسميّة والفعليّة وأنواع الأفعال .

نظرة عامة على الأنشطة والمهام:

قدرة الطلبة على فهم الفكرة والغرض من القصائد والتعبير عنها بلغته ومفرداته. تمكّن الطلبة من فهم قصيدتين وعقد المقارنة بينهما من حيث نوع الشعر، القضايا، والغرض. تمكّن الطلبة من التعبير بأبيات شعرية حول صورة موطّأً بعض الأساليب اللغوية والإنشائية والصور الفنية التي تعرّض لها. المحادثة: يتحدث الطلبة حول أحد الشعراء (يختار كل طالب الشاعر الذي يريده، ويعرض المعلومات أمام زملائه. مدة المحادثة (ثلاث دقائق). الاستماع: يستمع الطالب لقصيدة خارجية ويجب عن مجموعة من الأسئلة حولها.

نظرة عامة على التقييم:

تمّ إعطاء التقييم النهائي (الكتابة الإبداعية للمقال الإقناعي)، حيث قام الطلبة بكتابة مقالة إقناعية تعرض الانخراط الشخصي بالعملية الإبداعية، وتطرح أفكاراً أصيلة ضمن اختيارات أسلوبية ولغوية متنوعة مدعومة بالأدلة والأمثلة. ضمن معيار (ب): التنظيم (ج) : إنتاج النص و (د) : استخدام اللغة. كما تمّ إعطاء التقييم النهائي الخاص بمعيار (أ) التحليل

الخدمة والعمل:

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

VISUAL ART

Sculptures / Composing form

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

- Change
- Composition and Structure
- Orientation in Space and Time (Scale)

- Statement of Inquiry :

Change in compositions and structures from 2D to 3D can scale differently in visual space.

- ATL Skills :

- Thinking Skills (Critical Thinking) → Consider ideas from multiple perspectives. Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding. / Propose and evaluate a variety of solutions.
- -Social Skills (Collaboration) → Make fair and equitable decisions / Negotiate effectively. Give and receive meaningful feedback.
- Self-management Skills (Affective) → Demonstrate persistence and perseverance / Practise dealing with disappointment and unmet expectations.

Month Overview :

The content of this unit will focus on understanding the scale, form, size and purpose of a sculpture. We are investigating how the 3D sculptures can differ in scale in the visual space. Additionally, we will develop the skills of observational drawings of the geometric form.

Activities and Tasks Overview:

Students chose a public park in Amman as the location for their sculpture. To start planning and developing their idea, they created a concept map to explain their intention and drew sketches to show how they intend their sculpture to look like. Ideas for creating the sculpture from different materials were addressed and followed by some experimentations and trial and error with the modeling mediums.

Assessment Overview:

The summative assessment consisted of three parts (Process journal containing all tasks and experimentations, creating the final prototype of the sculpture with supporting sketches, and reflecting on the project). All four criteria were covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).

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 are continuing with our unit in architecture to understand the relation of the concepts to the product, and the different skills required.

Activities and Tasks Overview:

The activities for this month were mainly focused on analyzing the constituents of a home, and understanding the relation between the human needs and the spaces. The students also learned how to begin creating the system of spaces together and how to create relations between them. We also learned how to create forms digitally and how to draw layouts manually.

Assessment Overview:

Formative tasks were mainly for understanding the skills and concepts discussed in class for Objectives A & B

DRAMA

3, 2, 1 QUE (Production Elements)

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

- Aesthetics
- Expression, Innovation and Presentation
- Identities and Relationships (Lifestyle Choices)

- Statement of Inquiry :

Dramatic space can be filled with lights and music in an innovative, expressive and aesthetic way.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction/ Give and receive meaningful feedback/ Negotiate ideas and knowledge with peers and teachers
- Thinking Skills (Creative Thinking) → Generating novel ideas and considering new perspectives/ Use brainstorming and visual diagrams to generate new ideas and inquiries/ Make unexpected or unusual connections between objects and/or ideas

Month Overview :

Our first Drama unit of the second term talks about theatrical and cinematic production elements as we stay connected with the previous unit (filmmaking and acting for film).

Activities and Tasks Overview:

Students started to develop scripts so they can perform them virtually during the upcoming month. Also, they are starting to learn production elements and how to be prepared for an audition whether in theater or a movie. We started to finish up the unit and connect what we took with production elements for film and theater.

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 element production can develop a certain type of plays to serve the community.

ENGLISH AND LITERATURE

How Many Masks Can a Person Wear?

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

- Perspective
- Point of view and Character
- Personal and Cultural Expression (Analysis and argument)

- Statement of Inquiry :

Considering different characters' perspectives may lead to a more informed point of view and influence our analysis and argument.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction, Negotiate ideas and knowledge with peers and teachers, Read critically and for comprehension.
- Social Skills (Collaboration) → Working effectively with others & Practise empathy.
- Thinking Skills (Creative Thinking) → Generating novel ideas and considering new perspectives.
- Thinking Skills (Critical Thinking) → Draw reasonable conclusions and generalizations, Consider ideas from multiple perspectives & Practise observing carefully in order to recognise problem.
- Research Skills (Information-literacy) → Finding, interpreting, judging and creating information & Access information to be informed and inform others.
- Research Skills (Media-literacy) → Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Month Overview :

In March, students finished reading and analysing *Animal Farm* and learned how to write a narrative.

Activities and Tasks Overview:

Through interactive sessions, students finished reading, explaining and analysing the novel. They differentiated between the different types of irony and discussed how characters and events symbolize real events and people from the Russian Revolution. Students also learned new literary terms such as allegory, fable, satire, subjective, objective, loaded language and euphemism. Moreover, students learned how to write a narrative using certain techniques, structure and plot line.

Assessment Overview:

(Students were assessed formatively in Criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They will be assessed summatively in the same criteria during the first week of April by writing a narrative and commenting on the events and the characters of the novel.

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?” Students discovered effective communication through videos, texts and photos. They had research, texts and videos about gestures and body language. They discovered the origin of “emojis”. They discovered a communicator personality “Louis Braille” and searched for another personality. They watched a video about a blind person and how they can use technology and the internet. We also discovered some information about mobiles and students read and wrote what applications they have on their mobiles and what they do on their phones. Students did their reflection 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. During this month, we celebrate the “ Francophonie” so students researched this occasion, watched videos and got to know the words of “Francophonie 2021”. Some students drew some paintings to present these words and they enjoyed that work. On Saturday 20th of March, they wished their mothers a Happy Mother’s day and listened to songs in French for this occasion.

Assessment Overview (Phase 3) :

A formative assessment was done on 11th of March in criteria A “Listening” and B “Reading” . A summative assessment will be done in April.

Activities and Tasks Overview (Phase 2) :

We continued working on the same unit “How do we communicate”; Learners analyzed the different ways of communication that people used before and nowadays. In addition to that, learners identified the meanings of different gestures by watching videos and researching. Learners discovered the origin of the word Technologie, its definition and the advantages and the disadvantages of technologies. Learners reflected their understanding on each topic at the end of each lesson.

Assessment Overview (Phase 2) :

A formative assessment was done on 11th of March in criteria A "Listening" and B "Reading" . A summative assessment will be done in April.

Activities and Tasks Overview (Phase 1) :

We continued working on the topic "la famille" where we talked about each member of the family and described them using one sentence. We did several activities on this topic and the formative assessment included videos and paragraphs talking about family. We revised some greeting phrases that are used in our daily lives.

Assessment Overview (Phase 1) :

A formative assessment was done on 11th of March in criteria A "Listening" and B "Reading" . A summative assessment will be done in April.

INDIVIDUALS AND SOCIETIES

Why Have Our Daily Lives Changed Over The Past Century?

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

- Change
- Culture and Identity
- Scientific & Technical Innovation (Consequences & Responsibility)

- Statement of Inquiry :

Scientific and technical innovations change individual households and daily life.

- ATL Skills :

- Research Skills (Information Literacy) → Access information to be informed and inform others/ Present information in a variety of formats and platforms/ Collect and analyse data to identify solutions and make informed decisions
- Research Skills (Media Literacy) → Seek a range of perspectives from multiple and varied sources/
- Thinking Skills (Critical Thinking) → Recognise unstated assumptions and bias/ Evaluate evidence and arguments/ Draw reasonable conclusions and generalizations
- Thinking Skills (Creative Thinking) → Apply existing knowledge to generate new ideas, products or processes

Month Overview:

This month, we continued to discuss the causes of changes in daily lives of individuals and societies.

Activities and Tasks Overview:

Students conducted a thorough research on the impact WWII had left on the daily lives of people, mainly in Great Britain. After they were done, they presented their findings in front of the class where they shared their feedback with each other. Students now have a stronger grasp of the assessment criteria.

Assessment Overview :

Students are preparing for their summative assessment, which will cover all criteria.

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 same unit (Equivalent forms of quadratic equations). In this unit, we focused and practiced a lot on factoring expressions of general forms by finding the common factor and by grouping and also by finding the difference between two squares. Students learned the process of factoring quadratic expressions. Then, they learned how to use the previous methods in solving several types of quadratic equations algebraically and then graphically.

Activities and Tasks Overview:

Students practiced more about factoring different types of quadratic and other types of expressions and they started to learn how to use these methods in solving such equations. They practiced critical thinking skills (Draw reasonable conclusions) by watching several videos that explain factoring different types of expressions and then writing conclusions about factoring different types of quadratic equations. Students also are practicing creative thinking skills by applying the knowledge they learned in solving real life situations to generate new ideas, products and processes.

Assessment Overview

Students are practicing different forms of formative assessments during lessons. They had an investigation to solve quadratic equations and finding the relation between factoring and solving quadratic equations. They also had criterion A (Knowing and Understanding) assessment in the first part of the unit that includes factoring expressions.

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 formative 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

Coordinated Body Systems

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

- Systems
- Form, Function and Balance
- Identities and Relationships (Health and well-being)

- Statement of Inquiry :

Our wellbeing and coordinated responses in our systems require organisation between functions, forms and movements for balanced communication.

- 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:

Students will understand how our body system's organization and specialized forms and functions can make decisions and take actions for a healthier and more balanced lifestyle. We will also learn how chemicals control other organisms. We will discuss and evaluate the implications of complexity levels.

Activities and Tasks Overview:

Homework and ongoing assignments about the nervous system and the endocrine system through the lesson will be according to a specific strand from each criterion to help students reach the summative assessment with clear expectations. Students will label the neuron and make a model of the synaptic cleft. We also practiced on interactive worksheets to emphasize our understanding and learning experiences.

Assessment Overview:

Students designed a full investigation about the effect of different stimuli on our reaction time, some chose to find the effect of distraction on reaction time, while others focused on caffeine intake and some students decided to check how sugar intake can have an effect on how fast our actions could be. Students emphasized how learning about this can be helpful while studying, driving and performing tasks that require high concentration.

Service as Action:

Students are encouraged to think about environmentally friendly pest controls.

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 will explore and solve different problems on how to calculate the potential difference resistance, and the current across various circuits.

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. Moreover students will practice criterion B (Inquiring and Designing) & Criterion C (Processing and Evaluating) where they will conduct experiments in circuits to design and test different circuits. Students practiced criterion D 'How will we meet the energy demands of the future? How can we reduce our energy use?' and wrote an investigation report related to energy and power costs and suggested a solution to solve the problem.

Service as Action :

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

CHEMISTRY

Chemical Systems

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

- Systems
- Balance, Movement and Consequences
- Scientific and Technical Innovation (Principles and Discoveries)

- Statement of Inquiry :

Balancing the chemical inputs and outputs of Earth systems and the innovations in chemistry often depend on the understanding of the consequences of chemical reactions.

- ATL Skills :

- Thinking Skills (Critical Thinking)→
Formulate factual, topical, conceptual and debatable questions.
- Self-management Skills (Organization)
→ Plan short- and long-term assignments; meet deadlines.

Month overview :

This month we considered the movement of molecules and explained how the kinetic energy can be used to explain rates of reaction and equilibrium. Some reactions happen slowly, such as rusting, others happen instantaneously and can be very dangerous, such as fireworks. Some need heating, some are reversible. Therefore, we need to be able to control all these chemical systems; kinetic rate and chemical equilibrium in times of such high technological capability.

Activities and Tasks Overview :

Students explored the effect of changing different variables through various chemical reactions on the rates of reactions and how those rates can be changed or controlled. We emphasized the idea of collision theory and how the rate of reaction is referred to this theory. In addition, students explored the products released from the Haber process. They investigated the conditions chosen for many complicated industrial equilibrium 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) were practiced throughout outlining different variables affecting the rate of reaction; like temperature and concentration of reactants through simulation labs. 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 using enzymes in our homes to make our life easier.

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 revised the criteria of the personal project and discussed the expectations. Also, we worked on creating references, citations and bibliographies according to recognized conventions. Students were introduced to appendices and how to write them properly. Students were given the chance to suggest their supervisors and they provided reasons for their choices. We took a look at where we are now and where we are going next.