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# ARABIC LANGUAGE

## هذا هو الأردن

- المفهوم الرئيس : الروابط
- المفاهيم ذات الصلة : التعبير عن الذات / التناص / النوع الأدبي
- السياقات العالمية والاستكشافات : التوجه من حيث الزمان والمكان (الحضارات والتاريخ الاجتماعي)
- جملة البحث والاستقصاء: يعتمد الأدباء في النصوص الأدبية ذو الأنواع المختلفة على التعبير عن الذات عبر التوجه في رحلة من حيث الزمان والمكان وتحديد الروابط بينها.

### مهارات أساليب التعلم :

- المهارات التعاونية: تبادل الأفكار والرسائل والمعلومات بفاعلية عبر التفاعل. تفسير أنماط التواصل غير اللفظي واستخدامها استخدامًا فعالاً. استخدام الصيغ الملائمة للكتابة لأغراض و جماهير مختلفة.
- مهارات التفكير، نقل المهارات: استخدام المهارات والمعرفة في السياقات المتعددة: عمل الروابط بين مجموعات المواد الدراسية والفروع المعرفية. الجمع بين المعرفة والفهم والمهارات لعمل المنتجات أو وضع الحلول.



# ARABIC LANGUAGE

## هذا هو الأردن

### • نظرة عامة على الوحدة:

- المهارات التعاونية: تبادل الأفكار والرّسائل والمعلومات بفاعلية عبر التفاعل. تفسير أنماط التواصل غير الشفهي واستخدامها استخدامًا فعالاً. استخدام الصيغ الملائمة للكتابة لأغراض و جماهير مختلفة.
- مهارات التفكير ، نقل المهارات: استخدام المهارات والمعرفة في السياقات المتعددة: عمل الروابط بين مجموعات المواد الدراسية والفروع المعرفية. الجمع بين المعرفة والفهم والمهارات لعمل المنتجات أو وضع الحلول.

### • نظرة عامة على الأنشطة والمهام:

تفاعل الطلبة بالأنشطة المتنوعة و تعاون الزملاء والزميلات معاً في تحديد الخصائص الفنية للمقالة بهدف الأهداف إنتاج مقال يعرض التبصر والخيال والحساسية بينما يستكشف الطلبة ويتأملون تأملاً ناقداً في وجهات النظر والأفكار الجديدة الناشئة عن الانخراط الشخصي في العملية الإبداعية و اتخاذ اختيارات أسلوبية من حيث الأدوات اللغوية والأدبية والمرئية، وعرض الإدراك وأثره على الجمهور واختيار التفاصيل والأمثلة ذات الصلة لتطوير الأفكار. مهمة صفية: بعد دراسة فنّ المقال الإقناعي من حيث الهدف والمضمون والأسلوب، تمّ اختيار واحد من الموضوعات الآتية، لكتابة مقالة إقناعية تعبر عن رأي الطلبة حول القضايا الآتية: أكلتُ يوم أكل الثور الأبيض/ التعلم الافتراضي/ فايروس كورونا



# ARABIC LANGUAGE

هذا هو الأردن

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء التقييم التكويني بعنوان (العنف التلفزيوني)، ضمن معيار (د) استخدام اللغة.



# VISUAL ART

## Sculptures

- **Key Concept: Change**
- **Related Concepts: Composition and structure**
- **Global Context and Exploration: Orientation in space and time**
- **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; Analyze 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**



# VISUAL ART

## Sculptures

- Unit 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 Sketching from different perspectives of geometric form.

- Activities and Tasks Overview:

We began this unit with a discussion about the significance of sculptures across history and in different landmarks and locations. Students watched videos about sculptures across history and discussed the changes that happened to sculptures with time. They provided their research findings by creating a small presentation discussing different sculpture ideas, forms and concepts along with a padlet with other ongoing reflections. To develop their skills in visualizing the 3D forms, students were asked to draw front, side and top views of two 3D compositions that were presented to them. Furthermore, they constructed some 3D objects from cardboard, arranged them in a composition and drew it from different perspectives. Students also started planning and developing their ideas in the form of a concept map after choosing a public park in Amman as the location for their sculpture.



# VISUAL ART

## Sculptures

- **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 drawing techniques.







# DESIGN

## Home sweet home!

- **Key Concept: Systems**
- **Related Concepts: Form and Function**
- **Global Context and Exploration: 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**
- **Creative thinking skills→ Create novel solutions to authentic problems**
- **Transfer skills→ Apply skills and knowledge in unfamiliar situations**



# DESIGN

## Home sweet home!

- Unit Overview:

In this month we started our first unit of the second term “Home sweet home” Architectural Design project of a small house”. The students shall study the spatial requirements of a small family and design a house for them, with focus on the form and the general layout, and shall submit a model and drawings by the end of it.

- Activities and Tasks Overview:

The students were introduced to different terms relevant to architecture (shelter, structure,...) and had a discussion about the purpose of architecture. Building on their prior knowledge in orthographic projections, we practiced drawing the 2D views of different 3D objects. The starting activity was to draw their own home as a layout, then we discussed the spatial arrangements, the different components of the house. After that, they learned to create bubble diagrams as a way of arranging the relations between spaces. Students were introduced to the principle of form follows function and they built their own 3D shapes and transformed them into complex forms.



# DESIGN

Home sweet home!

- **Assessment Overview:**

Prior knowledge assessment was mainly to assess abilities to understand orthographic projections, to draw layouts manually and to understand the different terminology related to architecture. In this unit, all criteria will be covered; Criterion A (Inquiring & Analyzing), Criterion B (Developing Ideas), Criterion C (Creating the Solution) and Criterion D (Evaluating).







# DRAMA

## 3, 2, 1 QUE (Production Elements)

- **Key Concept: Aesthetics**
- **Related Concepts: Expression, Innovation and Presentation**
- **Global Context and Exploration: 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**



# DRAMA

## 3, 2, 1 QUE (Production Elements)

- Unit 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 for a movie.

- 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 LANGUAGE AND LITERATURE

## How Many Masks Can A Person Wear?

- **Key Concept: Perspective**
- **Related Concepts: Character and Point of View**
- **Global Context and Exploration: 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:

- **Critical thinking: recognise unstated assumptions and bias**
- **Collaboration → Listen actively to other perspectives and ideas; practice empathy**
- **Communication making inferences and draw conclusions**
- **Media literacy → understand the impact of media representations and modes of presentation**



# ENGLISH LANGUAGE AND LITERATURE

## How Many Masks Can A Person Wear?

- Unit Overview:

In this chapter we have discussed how important first impressions are and the importance of treating everyone with respect. The theme of masking will be discussed throughout film analysis and studying the novel “Animal Farm” by George Orwell.

- Activities and Tasks Overview:

Students read an essay called “Body Imperfect” and watched a TED Talk by disabled people and answered questions where they analysed and compared the different perspectives presented. Then, they wrote a short story of about 100 words, describing different students’ reactions when having a disabled student as a new member of their class. We defined the different points of views in literature (POVs) and identified them in sample extracts. Then, the students were asked to choose one of the following films to watch (Wonder - A Quiet Place - The Peanut Butter Falcon) aiming to analyse different characters’ perspectives and reactions. Their work was submitted on Google Classroom. Students then differentiated between narrative voice and narrative perspective in writing. Finally, students started reading Animal Farm as they researched certain facts about the author and some background information before reading the novel.



# ENGLISH LANGUAGE AND LITERATURE

## How Many Masks Can A Person Wear?

- **Assessment Overview:**

Formative practices in Criterion A (Analysing), B (Organising), C (Producing Text) and D (Using Language) were applied in class.



# FRENCH LANGUAGE ACQUISITION

## How can we communicate?

- **Key Concept: Communication**
- **Related Concepts: Conventions and Function**
- **Global Context and Exploration: 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: Make inferences and draw conclusions; Give and receive meaningful feedback; Use a variety of speaking techniques to communicate with a variety of audiences**
- **Social Skills (Collaboration): Build consensus; Working effectively with others.**
- **Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations; Consider ideas from multiple perspectives**
- **Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries; Create original works and ideas; Use existing works and ideas in new ways**



# FRENCH LANGUAGE ACQUISITION

## How can we communicate?

- Unit Overview:

Learners during this unit will identify the meaning of communication along with the ways of communication. In addition, they will differentiate between verbal and non verbal communication. Learners will understand how communication improved during the years and how technology made it easier to communicate.

- Activities and Tasks Overview

Learners went through different activities and open discussions about if they were victimized by advertisements and stores to be consumers. learners also used different strategies and watched different videos to understand the objective of the unit.

- Phase 2 & 3 “Emergent level”

Phase 3: Learners started this semester by going through the overview for their unit “How can we communicate?” They identified the meaning of communication and the different ways of communicating, they went through several videos and activities. Learners practiced some listening and comprehension exercises.



# FRENCH LANGUAGE ACQUISITION

## How can we communicate?

- **Phase 3:** Learners started this semester by going through the overview for their unit “How can we communicate?” They identified the meaning of communication and the different ways of communicating, they went through several videos and activities. Learners practiced some listening and comprehension exercises.
- **Assessment Overview**

Learners will have a formative assessment during March to cover criterion A (Listening), B (Reading) and D (Writing).



# INDIVIDUALS AND SOCIETIES

What impact have pioneers, innovators and developers had on societies?

- **Key Concept: Time, Place and Space**
- **Related Concepts: Significance and Identity**
- **Global Context and Exploration: Identities Relationships (Competition & Cooperation)**
- **Statement of Inquiry: The significance of pioneers, innovators and developers is dependent on their time and place leading to competitions and cooperations among them.**

## ATL Skills:

- **Research Skills (Information Literacy Skills): Access information to be informed and inform others.**
- **Thinking Skills (Critical Thinking Skills): Recognise unstated assumptions and bias; Consider ideas from multiple perspectives.**
- **Communication Skills: Negotiate ideas and knowledge with peers**



# INDIVIDUALS AND SOCIETIES

What impact have pioneers, innovators and developers had on societies?

- **Unit Overview:**

The first unit of the second term focuses on the idea of innovation and developing. 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.

- **Activities and Tasks Overview:**

Students 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 apply 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. Students are preparing for their formative assessment.



# MATHEMATICS

## Measuring and Reasoning Quantitatively

- **Key Concept: Relationships**
- **Related Concepts: Quantity, System and Approximation**
- **Global Context and Exploration: Globalization and Sustainability (Diversity and Interconnection)**
- **Statement of Inquiry: Diversity and interconnecting systems can be seen in the relationships of approximated quantities**

### ATL Skills:

- **Research skills (information literacy): access information to be informed and inform others.**
- **Thinking (Critical-thinking ): Draw reasonable conclusion and generalization**
- **Communication( Communication) : Use intercultural understanding to interpret communication**



# MATHEMATICS

## Measuring and Reasoning Quantitatively

- Unit Overview:

This month, we started with unit 5 from the student's book which includes currency conversion, types of errors and measurement conversion. Students can use the relationships between the different systems to convert these quantities and finally find the approximated errors accordingly.

- Activities and Tasks Overview:

Students have been introduced to the exchange rate between currencies and they learnt how to convert between different countries' currency given different information such as the exchange rate, commission if found, and buying or selling rate within problems in context. They also revised the absolute value and explored the properties and the operations over the absolute value including finding the absolute, relative and the percentage error. They learnt how to compare the percentage error and figured out which ones are relevant. They also revised writing numbers using the scientific notation so they can use this skill after converting between different systems of measurements. They are still solving problems in context to ensure more practice involving compound measures.

- Assessment Overview:

Students have practiced and solved many questions and problems during the class and homework assignment as part of their formative assessment. They took summative assessment in Criterion B (Investigating Patterns).



# MUSIC

## Major and Minor Chords

- **Key Concept: Identity**
- **Related Concepts: Structure and Representation**
- **Global Context and Exploration: Scientific and Technical Innovation (Systems)**
- **Statement of Inquiry: The identity of each musical chord can structure the system and representation of music.**

### ATL Skills:

- **Thinking skills (Critical thinking): Create original works and ideas; use existing works and ideas in new ways.**
- **Thinking skills (Creative thinking): Identify obstacles and challenges.**



# MUSIC

## Major and Minor Chords

- **Unit Overview:**

In this unit, our students will learn about the major and minor chords in music and their importance. They will also learn about the structure of a chord, how to differentiate between them, and how to use them in songs, and in their musical compositions.

- **Activities and Tasks Overview:**

In the first lessons, students got introduced to the main concept of the major and minor chords. They also learned about the structure of chords and how a chord is built, and how to differentiate between major and minor by ear and in a theoretical way. Students took theoretical exercises on how chords are written on the musical staff properly, along with listening exercises, practical exercises on how to play chords on the piano (Individually and in groups).



# MUSIC

## Major and Minor Chords

- **Assessment Overview:**

Every task or exercise on chords given to the students to differentiate, analyze, write or listen to, is considered a formative task. Also, the teacher will observe the student's participation in the lesson. For their summative assessment, our learners will be assessed at the end of the unit by playing what had been learned during the term (Practical assessment); listening to a chord and naming it, playing a certain chord upon request, composing an adequate arrangement to a given melody. (Theoretical assessment); This includes a variety of questions about chords and musical theory, in general. They will be assessed according to the following criteria; Criterion A: Knowing and Understanding, Criterion B: Developing Skills, Criterion C: Thinking Creatively, Criterion D: Responding.



# BIOLOGY

## Body Forms

- **Key Concept: Change**
- **Related Concepts: Transformation, Form and Function**
- **Global Context and Exploration: 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): Draw reasonable conclusion and generalization**
- **Thinking skills (Creative thinking): Create novel solutions to authentic problems**



# BIOLOGY

## Body Forms

- Unit Overview:

In this chapter we have learnt about the respiratory and circulatory systems and how these systems work together. We discussed the relationship between form and function, and the consequences of some practices on our heart health.

- Activities and Tasks Overview:

During the unit, we have practised thinking routines to conclude scientific information. Students were inquirers and knowledgeable throughout the unit. We will dissect a sheep heart to extend our knowledge and to apply what we have learnt by observing the heart compartment and its structure.



# BIOLOGY

## Body Forms

- **Assessment Overview**

Formative practices in Criterion A (Knowing and understanding) were applied in class A Summative assessment will be conducted in the first two weeks of March in Criterion B (Inquiring and designing) and C (Processing and evaluating) will be conducted in the first two weeks of March.



# PHYSICS

## The Cost of Switching On

- **Key Concept: Relationships**
- **Related Concepts: Consequences, Environment and Patterns**
- **Global Context and Exploration: Globalization and Sustainability (Exploration)**
- **Statement of Inquiry: Our present reliance on fossil fuels for electricity production is unsustainable on a global scale and has environmental consequences. Therefore, we might need to depend creatively on sustainable sources of energy.**

### ATL Skills:

- **Thinking Skills (Critical Thinking Skills):** Analyzing and evaluating issues and ideas; Revise understanding based on new information and evidence.
- **Thinking Skills (Transfer Skills):** combine knowledge, understanding and skills to create products or solutions
- **Communication Skills:** Exchanging thoughts, messages and information effectively through interaction (give and receive meaningfully feedback)



# PHYSICS

## The Cost of Switching On

- Unit overview:

This unit highlights how modern and developed economies have become dependent on electricity. Students will learn that most of the world's energy is produced by burning fossil fuels. Students will also learn two consequences for burning fossil fuels; fossil fuels are a non-renewable energy which can be exhausted, fossil fuels emit greenhouse gases which scientists agree causes climate change.

- Activities and Tasks Overview:

Students discussed Earth's energy budget and the meaning of the terms fossil fuel, and their contribution to increased greenhouse gases and effect. Moreover, students explored the concept of energy and power and their units; joule and watts. They also learned how the energy from primary energy sources is converted to electrical energy and discussed advantages and disadvantages of each. Students also discussed in detail the principle of electromagnetic induction and how it is applied to produce electrical energy in the form of alternating current (AC) using turbines and generators. In addition, they have applied their knowledge to calculate efficiency of machines and understand the principle behind electromagnetic and electric motors.



# PHYSICS

## The Cost of Switching On

- **Assessment Overview:**

Students will have an assessment in Criterion A (Knowing and Understanding), where they need to apply their knowledge and understanding to solve this unit's problems.

- **Service as Action:**

Students used their creativity to encourage the use of renewable energy.



# PERSONAL PROJECT

- ATL skills:

## Self-management Skills (Organization)

- Set goals that are challenging and realistic
- Plan short- and long-term assignments; meet deadlines
- Select and use technology effectively and productively

- Overview:

Students were introduced to the personal project and they have discussed and brainstormed their interests, we looked at different articles for more inspiration. During our classes, students discussed the importance of organizing our time through discussions with the counselor and the teacher librarian. Students were divided into three groups to ensure that they have enough time and resources to start with criterion A (Planning). We emphasized the importance of using specific descriptions to explain the goal and the product and how students need to be responsible for their project and to start looking for information from other specialized people according to their interests. Our Year 4 students are excited to start their journey!

Below are the articles they read.

- Danish Company Creates The Best Playgrounds In The World That Even Grown Ups Can't Resist
- Sad Stuffed Animals That We Made To Educate Kids About Ocean Pollution
- Bicycle Seat That Converts Into A Lock
- The Winners Of 2017's A' Design Award & Competition Have Just Been Announced, And They're Genius
- Why we should all wear the world's most visible color
- 8 cities which will show what the future looks like
- This Wearable Device Can Reduce
- Chronic Pain, No Drugs Require