



**NOVEMBER - DECEMBER 2021**



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# ARABIC LANGUAGE

## تحقيق الأحلام مهما كانت صعبة المنال

- المفهوم الرئيس : الزّمان والمكان والفراغ
- المفاهيم ذات الصلة : مكان أو زمان الأحداث - الشّخصيّة.
- السّياقات العالميّة والاستكشافات : الهويات والعلاقات (التنافس والتعاون)
- جملة البحث والاستقصاء: تفاعل الشّخصيّات وتواصلها في العمل الأدبيّ يكشف دورها في فهم العلاقات والهويّات من خلال الزّمان والمكان.

### مهارات أساليب التّعلّم :

- المهارات التعاونيّة: تبادل الأفكار والرّسائل والمعلومات بفاعليّة عبر التّفاعل. تفسير أنماط التواصل غير الشّفهي واستخدامها استخدامًا فعالًا. استخدام الصّيغ الملائمة للكتابة لأغراض و جماهير 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.



# ARABIC LANGUAGE

## تحقيق الأحلام مهما كانت صعبة المنال

### • نظرة عامة على الوحدة:

-الانتهاء من عرض المحور الأول: مدخل إلى فن الرواية (رواية الخيميائي للكاتب للمؤلف والروائي البرازيلي باولو كويلو) من حيث مفردات الوحدة ومهارات أساليب التّعلّم والتّقييم الذاتي لمهارات أساليب التّعلّم (مستوى الكفاءة لدى كل طالب وطالبة) ووصف المعرفة القبليّة لفن الرواية، ومفهوم الرواية وعناصرها من حيث الشخصيات والزمان والمكان والأحداث والصّراع والعقدة والحبكة والنهاية.

-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 بالجمل المفتاحيّة: لكل رواية قضية أساسيّة يسعى الكاتب لإيصالها للقراء، ثم العنوان والذي يشكّل العتبة الأولى للنّصّ الأدبي ويساهم في دلالات النّصّ واستكشاف معانيه، والشخصيات الرئيسيّة والتي تُعتبر حجر الزّاوية، والشخصيات الثانويّة، ثم الحبكة، مجموعة الحوادث المترتبة ترتيبًا زمنيًا لشدّ القارئ وتشويقه، والصّراع وتساعد أحداث القصة، والسرد وهو نقل الأحداث على لسان الراوي والحوار الخارجي والذي يقوم على المشافهة بين شخصين، والحوار الداخلي، والوصف والذي يُعدّ صورة مبدئية للبيئة والشخصيات، وأخيرًا الخاتمة التي تضمن رأي الطلبة الشخصي.

### • نظرة عامة على الأنشطة والمهام:

نشاط تنظيم المقالة التحليليّة لرواية الخيميائي، وعرض التحليل باستخدام استراتيجيّة الجدول 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.



# ARABIC LANGUAGE

## تحقيق الأحلام مهما كانت صعبة المنال

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

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 بالتنويع بين كتابة المقالات أو الرسائل .



# VISUAL ART

## Think Like an Artist

- **Key Concept: Aesthetics**
- **Related Concepts: Presentation and Expression**
- **Global Context and Exploration: Personal and Cultural Expression (Histories of ideas)**
- **Statement of Inquiry: Aesthetics are an expression of histories of ideas.**

### ATL Skills:

- **Self-management Skills (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 Skills (Affective Skills):** Demonstrate persistence and perseverance; Practice dealing with disappointment and unmet expectations.
- **Thinking Skills (Creative Thinking Skills):** 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.



# VISUAL ART

## Think Like an Artist

- Unit 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 history, 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 of understanding the emergence of aesthetics as a philosophy, tracing it back to prehistoric times and how it became evident as a discipline in art history. We eventually transferred the knowledge into personalized artworks, using a variety of art techniques.



# VISUAL ART

## Think Like an Artist

- **Assessment Overview:**

We implemented all four criteria: Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding), 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.







# DESIGN

## An Apple A Day...(Stop-Motion Animation)

- **Key Concept: Development**
- **Related Concepts: Adaptation and Function**
- **Global Context and Exploration: Identities and Relationships (Happiness and the good life)**
- **Statement of Inquiry: Adaptation causes the development of functions for happiness and the good life.**

### ATL Skills:

- **Thinking Skills (Creative Thinking Skills): Create novel solutions to authentic problems**
- **Thinking Skills (Transfer Skills): Combine knowledge, understanding and skills to create products or solutions**
- **Research Skills (Information Literacy Skills): Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.**
- **Research Skills (Media Literacy Skills): Communicate information and ideas effectively to multiple audiences using a variety of media and formats.**



# DESIGN

## An Apple A Day...(Stop-Motion Animation)

- Unit Overview:

In these two months, our learners worked on the second and final design unit to create a stop-motion animation using the mobile application Stop Motion Studio. They were introduced to the concept of “encouraging adaptation” and each was asked to select a habit they want to promote to create a healthy lifestyle.

- Activities and Tasks Overview:

Our activities were mainly focused on understanding the terminology and performing research to understand the requirements. Students investigated concepts of animation and how to create a flipbook as a first step in creating a stop-motion animation. The students also attended a lecture by Mr. Saed Abdelhafez from SAE who explained the principles of animation, how it's created, and what is needed to study it, and they saw live examples. The students were also introduced to model making using clay, and created 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. They 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 mobile application Stop Motion Studio was also introduced with all its features explained and how to utilize it in the final product.



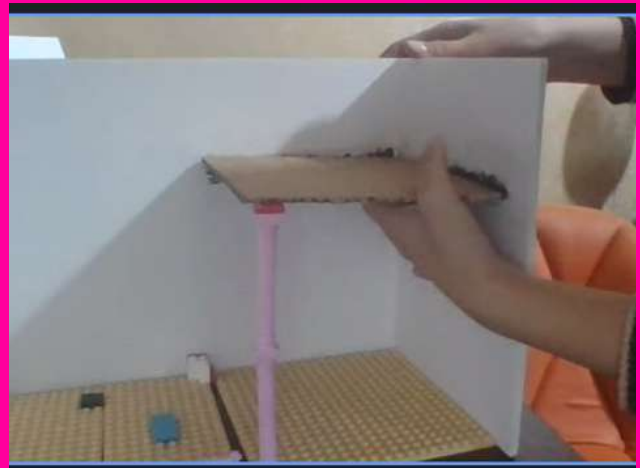
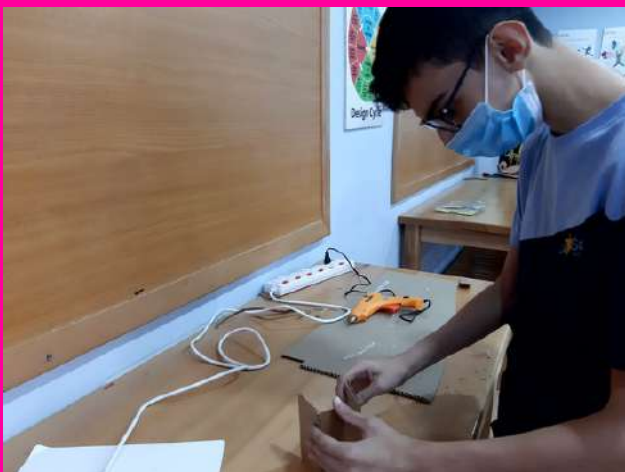
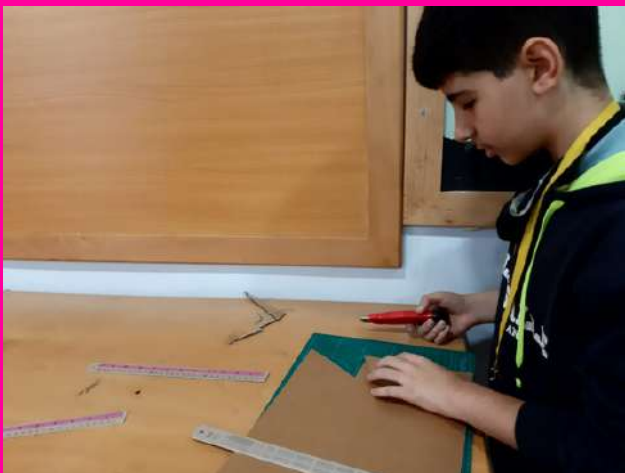
# DESIGN

## An Apple A Day...(Stop-Motion Animation)

- **Assessment Overview:**

The students were formatively assessed in their abilities to research the different healthy habits they selected to work with. They were also formatively assessed in their abilities in their abilities to create a flipbook using sketches, and to create a claymation using Stop Motion Studio, in addition to their understanding of terms and skills. All four criteria were covered in this unit; A (Inquiring and Analysing), B (Developing Skills), C (Creating the Solution), D (Evaluating) and were included in the summative assessment in which the students have to create their final stop-motion animation and present the research that led to that product.











# DRAMA

## Filmmaking and Acting For Film

- **Key Concept: Change**
- **Related Concepts: Presentation, Role and Genre**
- **Global Context and Exploration: 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 Skills) → Working effectively with others; Use social media networks appropriately to build and develop relationships; Practise empathy; Negotiate effectively.**
- **Self-management Skills (Organization Skills)→ Managing time and tasks effectively; Bring necessary equipment and supplies to class; Understand and use sensory learning preferences**



# DRAMA

## Filmmaking and Acting For Film

- Unit Overview:

This unit focuses on filmmaking elements and acting for (film). During the last two months, we focused on types of cinematic shots, angles and audition basics.

- Activities and Tasks Overview:

Students were exposed to a presentation about filmmaking and acting for film. In every class, students researched 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 every shot size and the meaning of using specific framing types.. Students will be assessed in all criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



# ENGLISH LANGUAGE AND LITERATURE

## Are We Limited by the Obstacles We Face?

- **Key Concept: Communication**
- **Related Concepts: Character, Genres and Purpose**
- **Global Context and Exploration: Identities and Relationships (Identity Formation)**
- **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: Read critically and for comprehension, Read a variety of sources for information and for pleasure, Make effective summary notes for studying, Write for different purposes, Preview and skim texts to build understanding**
- **Media literacy skills: Understand the impact of media representations and modes of presentation, Seek a range of perspectives from multiple and varied sources**
- **Critical-thinking skills: Create original works and ideas; use existing works and ideas in new ways**



# ENGLISH LANGUAGE AND LITERATURE

## Are We Limited by the Obstacles We Face?

- Unit Overview:

In November and December, we finalized the play “The Miracle Worker”. Then, we moved on to the writing skill; Monologue.

- Activities and Tasks Overview:

Students had several analytical tasks towards the end of the unit in order to grasp the skill and the play better. They were also able to create presentations explaining the play, as well as analyzing the characters and events. After that, we covered the writing skill. Students were able to identify the elements of writing monologues by recognizing examples from the play and following a PowerPoint presentation.



# ENGLISH LANGUAGE AND LITERATURE

## Are We Limited by the Obstacles We Face?

- **Assessment Overview:**

Students completed a formative assessment covering criteria A (Analysing), B (Organising), C (Producing Text) and D (Using Language). They were able to analyze several aspects of the play. They were also able to create a monologue from the perspective of a character in a certain situation.



# FRENCH LANGUAGE ACQUISITION

## Are you a victim of consumption?

- **Key Concept:** Creativity
- **Related Concepts:** Idiom and audience
- **Global Context and Exploration:** Personal and cultural expression (products)
- **Statement of Inquiry:** Creative products depend on idiomatic slogans to attract audiences.

### 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.
- **Research Skills (Information Literacy):** Access information to be informed and inform 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

## Are you a victim of consumption?

- Unit Overview:

Students will identify the definition and types of consumption, in addition to its effects on individuals and the societies.

- 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”

Learners started with a new unit “Are You a Victim of Consumption” where learners identified the definition of consumption by sharing ideas through the think, pair, share strategy and by watching a video. After that, learners got an idea about what we consume daily by identifying products, stores. In addition to that, they were able to differentiate between the products that we can touch and the products that we can't touch such as services, riding a bus , getting a haircut, etc.

- Assessment Overview

Learners will go through a formative assessment in Criterion B (Reading) on the 20th of December.



# INDIVIDUALS AND SOCIETIES

## How have Health and Medicine improved over Time?

- **Key Concept: Systems**
- **Related Concepts: Identity, Innovation and Revolution**
- **Global Context and Exploration: Fairness and Development (Human Capability and Development)**
- **Statement of Inquiry: The health of communities requires effective governments and the development of well-fair systems.**

### 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.**



# INDIVIDUALS AND SOCIETIES

## How have Health and Medicine improved over Time?

- Unit Overview:

This unit focuses on the development of healthcare and medicine throughout history. It starts with prehistoric times up until the 20th century. In this unit, students are expected to be critical thinkers to become more knowledgeable.

- Activities and Tasks Overview:

To introduce the unit, students examined a Cholera prevention poster and reflected on the similarities between the tips provided and the Covid-19 tips. Then, students compared between the old and new Hippocratic oaths analyzing the content. After that, we began to move through historical periods exploring medical and healthcare development.

- Assessment Overview:

The students completed their formative assessment in groups; each group investigated different issues in medicine in the 19th Century such as vaccinations, women's role in the medical field, germ theory, surgery, infection, public health and blood loss. Students were asked to choose one issue and then identify its impact on medical progress. This formative assessment helped prepare them for the summative assessment which focused on medical breakthroughs in the 21st century.



# MATHEMATICS

## Quadratic Functions

- **Key Concept: Form**
- **Related Concepts: Patterns, Equivalence, systems**
- **Global Context and Exploration: 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 skills): Draw reasonable conclusion and generalization; Propose and evaluate a variety of solutions**



# MATHEMATICS

## Quadratic Functions

- **Unit 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. They also learned what is the difference between linear and quadratic equations and how they can be solved.

- **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 learned different ways to factorise quadratic expressions by common factor or by grouping and how to solve quadratic equations by factoring or by formulae.

- **Assessment Overview:**

Students have undergone a summative assessment in Criteria B (Investigating), C (Communicating) and D (Applying Mathematics in Real Life Contexts) for the first unit, and different formative assessments were conducted during the classes as either homework or classwork. Students will have summative assessment in Criterion A (Knowing and Understanding) for the whole material that had been covered.



# MUSIC

## Jamming Together

- **Key Concept: Form**
- **Related Concepts: Structure, Representation**
- **Global Context and Exploration: Globalization and Sustainability (Diversity and Interconnection)**
- **Statement of Inquiry: The diversity and interconnection of instruments may define the structure and the representation of a band.**

### 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

## Jamming Together

- Unit Overview:

The second unit of the year mainly focuses on the teamwork between the learners, by practicing and performing musical songs together showing harmony and proficiency.

- Activities and Tasks Overview:

In the beginning, students got introduced to the instruments they were going to perform together. They had some auditions to choose the most appropriate instrument. Some of the learners couldn't play any of the instruments, so we taught them how to play these instruments. Learners did practical activities revolving around practicing songs together. Also, they had to practice individually on some parts in which that would reflect on the harmony and proficiency of the musical piece or song performed. Moreover, the learners did research about famous bands in order to observe how these bands are practicing together with harmony and proficiency, so that they could implement that in their performances.



# MUSIC

## Jamming Together

- **Assessment Overview:**

Before presenting the summative, students were able to relate to the strands involved by conducting different formative exercises that guide them towards the summative. Such exercises revolved around teamwork between the learners. For the assessment of this unit, year 4 went online during the summative phase; therefore, a modification in submission took place, asking the students to do a researched-based assessment in Criterion A (Knowing and understanding) and Criterion D (Responding) and their performances in class before the quarantine, while Criterion B (Developing skills) and C (Thinking creatively) were covered during the performances of the learners in class.



# **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 how the systems of life are supported by biochemical reactions, and the transformations of energy that occur within cells.

- **Activities and Tasks Overview:**

Students learnt about 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. Students practiced critical thinking skills while solving different questions on how materials can be transported in and out of cells.



# BIOLOGY

## Body Forms

- **Assessment Overview**

Students were assessed according to Criterion A (Knowing and Understanding) where they were exposed to different problems that evaluated their knowledge and understanding of different systems and structure of the body



# PHYSICS

## Flight

- **Key Concept: Change**
- **Related Concepts: Development, Form and Function**
- **Global Context and Exploration: 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 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

## Flight

- Unit overview:

This unit provides students with information on how inventors gave serious thought to human flight. Students 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 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 airplanes generate lift force to be able to overcome gravitational force and be able to fly.



# PHYSICS

## Flight

- **Assessment Overview:**

At the end of this unit, students tackled Criterion A (Knowing and understanding). Students practiced summative Criterion B (Inquiring and designing) and C (Processing and evaluating) and wrote an investigation report related to freefall of objects and how gravitational acceleration affects this object. Students also summatively tackled Criterion D (Reflecting on the impacts of science) by writing an investigative report on how speeding is related to mortality rates and suggesting a method to decrease the number of car accidents related to speeding.



# CHEMISTRY

## Ions and Our Health

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



# CHEMISTRY

## Ions and Our Health

- Unit 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.



# CHEMISTRY

## Ions and 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) was assessed at the end of the unit.



# PERSONAL PROJECT

Students will do their proposals for the personal project in the first week of February. Then, they will begin the journey of creating personal project.