



FEBRUARY 2022

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# ARABIC LANGUAGE

مَنْ أَكُونُ بِلَا وَطَنٍ

- المفهوم الرئيس : التواصل
  - المفاهيم ذات الصلة : التعبير عن الذات / التناص / ضروريات الجماهير
  - السياقات العالمية والاستكشافات : الهويات والعلاقات ( تشكل الهوية )
  - جملة البحث والاستقصاء: يمكن تواصل الأديب مع جمهوره في أيّ زمان ومكان للتعبير عن ذاته وكشف علاقاته في النصوص الأدبية المختلفة .
- مهارات أساليب التّعلّم :
- المهارات الاجتماعية : العمل بفاعلية مع الآخرين .
  - مهارات التفكير ، العصف الذهني ، الكتابة الإبداعية ، الاستفادة من المعلومات وتبادلها .
  - مهارة التواصل : إعطاء تغذية راجعة فاعلة للتواصل الشفوي ، مناقشة الأفكار مع الزملاء والمعلم
  - مهارة البحث : السعي والبحث للحصول على مجموعة من وجهات النظر من مصادر متعددة ومتنوعة ، من أجل كتابة تحليل أدبي موضوعي ودقيق .



# ARABIC LANGUAGE

مَن أَكون بلا وطن

• نظرة عامة على الوحدة:

دراسة نصوص شعرية لكل من نزار قباني ومحمود درويش وسميح القاسم ، وتحليل النصوص تحليلًا أدبيًا من معجم ودلالة وأسئلة نقاش وربطهم بالمفهوم الرئيس والمفاهيم ذات الصلة والسياق العالمي وجملة البحث والاستقصاء. كما تم دراسة نماذج متنوعة من النص الدحضي والمقارن والبرهاني.

• نظرة عامة على الأنشطة والمهام:

تفاعل الطلبة بالأنشطة المتنوعة و تعاون الزملاء والزميلات معًا في تحديد الخصائص الفنية للشعر الحر بهدف إنتاج مقال يعرض التبصر والخيال والحساسية بينما يستكشف الطلبة ويتأملون تأملًا ناقدًا 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 فن الشعر من حيث الهدف والمضمون والأسلوب، تم اختيار واحدة من القصائد المدروسة، لكتابة مقالة تحليلية تعبر عن فهم الطلبة



# ARABIC LANGUAGE

مَنْ أَكُونُ بِلَا وَطَنٍ

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء التقييم التكويني بعنوان (الشُّعر قديمًا وحديثًا)، ضمن معيار (د) استخدام اللغة.



# VISUAL ART

## Reusable Art

- Key Concept: Time, Place and Space
- Related Concepts: Innovation and Interpretation
- Global Context and Exploration: Globalization and Sustainability (Consumption)
- Statement of Inquiry: Innovative art interpretations in time, place and space can reduce negative consumption.

### ATL Skills:

- Communication Skills → Organize and depict information logically; Make inferences and draw conclusions
- Thinking Skills (Creative-thinking) → Apply existing knowledge to generate new ideas, products or processes; Create original works and ideas; use existing works and ideas in new ways
- Research Skills (Information literacy) → Collect, record and verify data; Make connections between various sources of information
- Self Management Skills (Affective) → Demonstrate persistence and perseverance
- Thinking Skills (Transfer) → Combine knowledge, understanding and skills to create products or solutions
- Social Skills (Collaboration) → Give and receive meaningful feedback; Delegate and share responsibility for decision-making.



# VISUAL ART

## Reusable Art

- Unit Overview:

We started this term with a fresh vibe, introducing sculpture making. This unit (Reusable Art) revolves around the concept of consumerism and how to reduce its negative effects by creating sculpture art that uses different unusual materials and suggesting a concept based on the student's understanding of consumption.

- Activities and Tasks Overview:

At the beginning of the unit, the students went through different informative discussions that covered the concept of consumerism and consumption, and how this theme resonated with many artists and art movements across art history. We covered artists such as Marcel Duchamp, and his ready-made art, and Andy Warhol, who was famous for using the metaphors of pop culture and consumerism. A series of readings and reflections on a padlet were implemented by the students. Furthermore, a formative research took place discussing 2 contemporary artists Subodh Gupta and Khalil Chishtee. This was part of criterion A. After discussing the artist's styles, the students did a comparative study of 3 artworks by the artists and concluded what they understood and got inspired by in order to start brainstorming their own art. Criterion C formative experiments were started towards the end of February, as students were able to choose the materials they wanted to create ideas that they have planned, using mind maps and orthographic sketches of their models from 3 points of view. The students are now in continuous experimentation for the best mediums to use for this project.



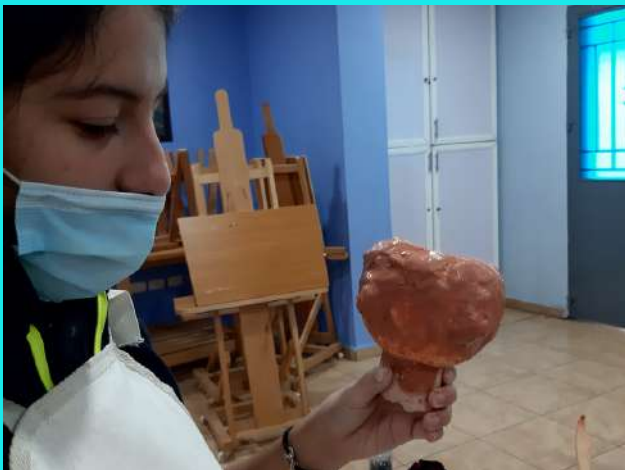
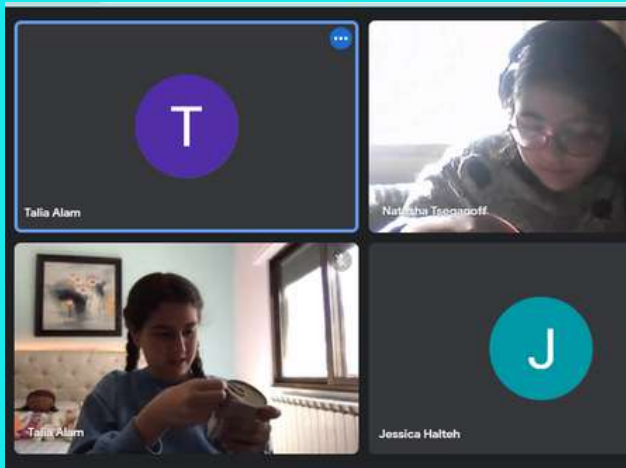
# VISUAL ART

## Reusable Art

- **Assessment Overview:**

A process journal will be submitted for this summative assessment, students will record the art cycle they went through, covering Criterion A (Knowing and Understanding) Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding). Formative explorations are continuous until the students finish creating and modifying the final sculpture.







# DESIGN

## Homeless not Helpless

- Key Concept: Communities
- Related Concepts: Sustainability and Resources
- Global Context and Exploration: Fairness and Development (Rights)
- Statement of Inquiry: Using Sustainable Resources can ensure human Rights within refugee Communities.

### ATL Skills:

- Research (Media Literacy): Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Thinking (Creative Thinking): Apply existing knowledge to generate new ideas, products or processes



# DESIGN

## Homeless not Helpless

- Unit Overview:

In this month, we started our first unit of the second term “Homeless not Helpless” which aims at designing a shelter for refugees by employing different concepts and the IB learner profile, Principled.

- Activities and Tasks Overview:

Students were introduced to the unit by observing the issue of refugees and understanding the struggle and the need for proper shelter to ensure their rights as humans. We investigated the different terms, students conducted their relevant research, worked on the analysis of similar works, locations, requirements and needs, then, started setting their specifications in preparation for the design ideas.



# DESIGN

## Homeless not Helpless

- **Assessment Overview:**

Prior knowledge assessment was mainly to assess abilities to understand the terms, do proper analysis and understand the different aspects of the problem. In this unit, all criteria will be covered. Criterion A (Inquiring & Analysing), Criteria B (Developing Ideas), C (Creating the Solution) and Criterion D (Evaluating).



# DRAMA

## Costume Design (Production Elements)

- Key Concept: Aesthetics
- Related Concepts: Expression and Innovation
- Global Context and Exploration: Fairness and Development (Social Entrepreneurs)
- Statement of Inquiry: Innovative costumes can Make your character aesthetically artistic, express new skills and be a social entrepreneur.

### ATL Skills:

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback



# DRAMA

## Costume Design (Production Elements)

- Unit Overview:

Our first Drama unit of the second term talks about theatrical and cinematic production elements as we are focusing on costume design and scenography.

- Activities and Tasks Overview:

Students started to develop scripts so they can perform them 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. Also, they started making plans for the characters they are developing and what kind of costumes they are going to use.

- 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

## What do healthy relationships look like?

- Key Concept: Connections
- Related Concepts: Context and Setting
- Global Context and Exploration: Identities and Relationships (Attitudes)
- Statement of Inquiry: Context can influence the ways in which people connect with each other, and the nature of the relationships they form.

### ATL Skills:

- Thinking Skills (Critical thinking) → Consider multiple alternatives, including those that might be unlikely or impossible
- Communication → read crucially and for comprehension; make inferences and draw conclusions; organize and depict information logically
- Collaboration → listen actively to others' ideas



# ENGLISH LANGUAGE AND LITERATURE

## What do healthy relationships look like?

- Unit Overview:

In this unit, we have discussed the foundations of a healthy relationship. Then, we started analyzing the play 'Much Ado About Nothing' by William Shakespeare in order to study the theme of relationships in it.

- Activities and Tasks Overview:

Students identified the closest relationships they have with others thinking about the main characteristics that make these relationships healthy. Then, students analyzed different diagrams that present factors that form a healthy relationship which lead them to draw their own diagram. Students researched the life of William Shakespeare and were introduced to the characters presented in the play 'Much Ado About Nothing'. Students studied the art of opening a literary work and identified the related elements in the opening of the play. Students analyzed the language used by Shakespeare in writing the novel as they researched and found examples for (Prose- Blank Verse - Rhymed Verse) finding out the reasons for choosing each feature by the author. Students read Act 1 -Scene 1 and presented a summary of the events and language used.



# ENGLISH LANGUAGE AND LITERATURE

What do healthy relationships look like?

- **Assessment Overview:**

Formative practices in criterion A (Analyzing) were applied in class.



# FRENCH LANGUAGE ACQUISITION

## How to help planet earth

- Key Concept: creativity
- Related Concepts: Purpose, voice, argument
- Global Context and Exploration: Globalization and Sustainability (Conservation)
- Statement of Inquiry: Innovative art interpretations in time, place and space can reduce negative consumption.

### ATL Skills:

- Communication Skills: Give and receive appropriate feedback.
- Collaborative Skills: Reaching consensus.
- Thinking Skills (Creative Thinking): Brainstorm and use visual diagrams to generate new ideas and research.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations. Consider ideas from different perspectives.



# FRENCH LANGUAGE ACQUISITION

## How to help planet earth

- Unit Overview:

Learners during this unit will identify some environmental problems and how to take an active part in saving the environment and how to find solutions to the causes of pollution. Learners will also try to understand all about recycling and what role it plays in protecting our planet.

- Activities and Tasks Overview:

Learners started the unit with analyzing the key concept along with the related concepts, global context and the statement of inquiry. After that, learners used their communication and collaboration skills to identify the problems that harm our planet and how to solve them. In addition to that, learners discovered new vocabulary that has to do with the environment and how to use them in their reflection to achieve their objectives in criterion B.

- Assessment Overview:

Learners will go through a formative assessment in March to cover criterion A (listening), B (Reading) and D (Writing)



# INDIVIDUALS AND SOCIETIES

Why do nations go to war and why is peacemaking difficult?

- Key Concept: Global Interactions
- Related Concepts: Conflict and Perspective
- Global Context and Exploration: Globalisation and Sustainability (natural resources and public goods)
- Statement of Inquiry: Global competition for resources can be a cause of conflict and peacemaking is dependent on global cooperation and justice.

## ATL Skills:

- Communication Skills → Organise and depict information logically; Structure information in summaries, essays and reports
- Thinking Skills (Critical-thinking) → Gather and organise relevant information to formulate an argument.
- Organisation Skills → Use appropriate strategies for organising complex information
- Research Skills (Information Literacy) → Access information to be informed and to inform others; Make connections between various sources of information.



# INDIVIDUALS AND SOCIETIES

Why do nations go to war and why is peacemaking difficult?

- Unit Overview:

The first unit of the second term happens to come at a crucial time in our modern history. Students will learn about the two major wars in humanity and explore history's attempts at peacemaking. They will also investigate current wars and events to help them link what is happening.

- Activities and Tasks Overview:

Students began this unit by identifying the nature of war through examining some images. Then, they explored the Alliance System which was the cornerstone of the first world war as well as the main reasons for the war. They are now working on a research project to help them identify the main technologies created during the war and why these technologies made peacemaking so much more difficult.



# INDIVIDUALS AND SOCIETIES

Why do nations go to war and why is peacemaking difficult?

- **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.



# MATHEMATICS

Time to take a chance

- Key Concept: Logic
- Related Concepts: Representation, Systems
- Global Context and Exploration: Identities and Relationships (Health and well-being)
- Statement of Inquiry: Understanding health and making healthier choices results from using logical representations and systems

## ATL Skills:

- Communication (Communication):

Organize and depict information logically.

Understand and use mathematical notations

Use and interpret a range of discipline specific terms and symbols.



# MATHEMATICS

## Time to take a chance

- Unit Overview:

In this unit, students revised their knowledge of representing sets using different mathematical interpretations, where they need logical thinking, and through the concept of systems they used their knowledge to find probabilities of certain events. After understanding the purpose of probability they would be able to apply probabilities in real life situations to help in some lifestyle decisions.

- Activities and Tasks Overview:

At the beginning, students were introduced to sets and other related concepts such as union, intersection, universal sets, subsets, belongs to, and the different representations that can be made using Venn Diagrams. They practiced moving between different mathematical notations and shading areas in Venn Diagrams. Then, they were introduced to types of probabilities that can be made for certain events. They solved problems in contexts related to probabilities to practice making certain decisions. Students are able to correlate between the sets and probabilities.



# MATHEMATICS

Time to take a chance

- **Assessment Overview:**

Students went through several formative assessments in Criterion A (Knowing and Understanding) and C (Communicating) during classes and a class work and homework to prepare for the formal formative and summative assessments.



# MUSIC

## The 6 Musical Periods

- Key Concept: Aesthetics
- Related Concepts: Structure and Representation
- Global Context and Exploration: Orientation in Space and Time (Evolution)
- Statement of Inquiry: Musical aesthetics has been structured and represented through the 6 musical periods showing their evolution.

### ATL Skills:

- Research (Information Literacy Skills) → Finding, interpreting, judging and creating information. Collect, record, and verify data. Make connections between various sources of information.



# MUSIC

## The 6 Musical Periods

- Unit Overview:

In this unit, we are going to talk about the 6 musical periods. We are going to discuss the basic elements of each period.

- Activities and Tasks Overview:

The students took tasks that revolved around conducting research about the periods of music; most important artists of each period, most important compositions, important instruments in each period, types of notation (Periods already taken and periods that are not). Other kinds of tasks are presentations about certain periods of music. This is for students to revise material already taken, and to prepare material for the next lessons.



# MUSIC

## The 6 Musical Periods

- **Assessment Overview:**

The students will do their research and presentations about music history which will be considered as formative tasks. Students will be expected to do their summative tasks on paper. The test will include; Listening test, questions about the 6 musical periods (most important artists of each period, most important compositions, important instruments in each period, types of notation). 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

## Reproduction

- **Key Concept: Relationships**
- **Related Concepts: Patterns, Interaction and Consequences**
- **Global Context and Exploration: Identities and Relationships (Moral Reasoning and Ethical Judgment )**
- **Statement of Inquiry: Because scientists understand the relationships between genes and inherited characteristics, using reason may result in using genetic patterns to shape identities.**

### 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**



# BIOLOGY

## Reproduction

- Unit Overview:

One of the key characteristics of life is reproduction. All organisms, from microscopic bacteria to humans and even giant trees have a limited lifetime. We will learn about the different types of reproduction and students will reflect on the ethical and social impacts regarding cloning and the researchers that support using stem cells.

- Activities and Tasks Overview:

Class work, research, and ongoing assignments were conducted on the topic of reproductive systems. Students are preparing a website as they conduct a full scientific research to formulate awareness about the brain and the common conditions and problems. Students will use their understanding about the factors related to the health of the nervous system in order to fully cover the scientific research as a website that will be later shared with other grade levels.



# BIOLOGY

## Reproduction

- **Assessment Overview**

Students will go through Criterion A (Knowing and Understanding) and through the assessment students will be introduced to different situations and problems to solve that are related to the lesson. Criterion B inquiring and design + Criterion C processing and design → (Catalysts Reactions)



# PHYSICS

## Fundamental Particles

- **Key Concept: Relationships**
- **Related Concepts: Patterns, Interaction and Consequences**
- **Global Context and Exploration: Orientation in Time and Space (Civilisations and Social Histories)**
- **Statement of Inquiry: Scientific understanding sometimes goes through periods of radical development, as illustrated by the work of some immensely creative scientists working on models of the structure of the atom over the early 19th century.**

### 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**



# PHYSICS

## Fundamental Particles

- Unit overview:

Our first unit for the second term focuses on the experiments of Thomson, Geiger and Marsden, and Rutherford that helped in the development of new theories about atomic structure. We will cover, the notation used to describe atoms, isotopes, and other particles, forms of radiation, model of the atom, nuclear reactions, fission and fusion, knowledge of elementary particles, Rutherford winning the Nobel prize for chemistry not physics and Investment to discover the Higgs boson particle.

- Activities and Tasks Overview:

Ongoing assignments and research were conducted on the topic of experiments carried out by Thomson, Geiger and Marsden, and Rutherford that helped in the development of new theories about atomic structure.



# PHYSICS

## Fundamental Particles

- **Assessment Overview:**

Students will go through Criterion A (Knowing and Understanding). As for Criterion D (Reflecting on the impact of science), it will be conducted during the March.



# PERSONAL PROJECT

- ATL Skills:
  - Self-management Skills (Reflection)
  - Develop new skills, techniques and strategies for effective learning
  - Identify strengths and weaknesses of personal learning strategies (self-assessment)
  - Try new ATL skills and evaluate their effectiveness
- Personal Project Overview:

Our Year 5 students worked hard through the previous period to finalize their products and now students are working on reflecting and collecting feedback from the surrounding community. Students are wrapping up their reports and working on the final steps.

We are very excited to see you shining on the 26th of March!