



NOVEMBER - DECEMBER 2021

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ARABIC LANGUAGE

تأثير الانتقام على السلوك البشري

- المفهوم الرئيس : الإبداع
- المفاهيم ذات الصلة : الأسلوب، السياق
- السياقات العالمية والاستكشافات : الإنصاف، التطوير.
- جملة البحث والاستقصاء: يعكس أسلوب الكاتب وإبداعه في السياقات المختلفة ضرورة سيادة القانون في ظل النزاعات لتحقيق الإنصاف.
- مهارات أساليب التعلّم :
- المهارات التعاونية: تبادل الأفكار والرسائل 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.

ARABIC LANGUAGE

تأثير الانتقام على السلوك البشري

• نظرة عامة على الوحدة:

-تمّ الانتهاء من الوحدة الأولى وتأمل نهاية الوحدة من خلال المحطة الختامية وربط الأفكار المطروحة في المقالات والقصائد الشعرية المدروسة بالتدعيم بأمثلة ومناقشة العاطفة ومراجعة عامة للتدريبات النحوية والإملائية المختصة بالأفعال والأسماء المبنية والمعربة وهمزتي الوصل والقطع، بالإضافة إلى متابعة ملامح متعلم البكالوريا الدولية ومصطلحات الإرشاد والتوجيه الخاصة بمجموعة اللغة والأدب.

- النظرة العامة للوحدة الثانية. عرض المحور الأول: مدخل إلى فن الرواية (رواية اللص والكلاب) للكاتب المصري نجيب محفوظ من حيث مفردات الوحدة ومهارات أساليب التعلّم والتقييم الذاتي لمهارات أساليب التعلّم (مستوى الكفاءة لدى كل طالب وطالبة) ووصف المعرفة القبلية لفن الرواية، ومفهوم الرواية وعناصرها من حيث الشخصيات والزمان والمكان والأحداث والصراع والعقدة والحبكة والنّهاية.

• نظرة عامة على الأنشطة والمهام:

نشاط الكتابة الإبداعية، فكلّ طالب لابدّ أن يكون قادرًا ومهتمًا لرواية حكاياته والتّواصل من خلالها بثقة مع محيطه وينقل القصة التي قرأها للجمهور، ليطور شخصيته ويشارك الآخرين بما يقرأ، بحيث يتمكن أكثر من التّعرف إلى قدراته وتقييم نفسه والآخرين، فكلّ شيء قابل للتّجريب والاكتشاف والتّغلب على الصّعوبات في الحياة اليومية. إنّ أهمية هذا النوع من التّشاطات يُساعد في استخدام اللغة العربيّة الفصيحة والصّحيحة حيث أنّ المشاركة تُرسي روح الفريق في النفوس وتنمي روح العمل.

ARABIC LANGUAGE

تأثير الانتقام على السلوك البشري

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء تقييمًا تكوينيًا، و تقييمين نهائيين، تقييم خاص بمعيار (أ) التحليل، والتقييم الثاني بمعيار (ب) التنظيم و(ج) إنتاج النص، و(د) استخدام اللغة. كما تمّ إعطاء تقييمًا تشخيصًا يشمل القراءة الجهرية .

• الخدمة والعمل:

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

VISUAL ART

Imagine

- Key Concept: Change
- Related Concepts: Narrative, Expression
- Global Context and Exploration: Fairness and Development (Imagining a hopeful future)
- Statement of Inquiry: Expressing change in artistic narratives that can aspire for a hopeful future.

ATL Skills:

- Communication: Use a variety of media to communicate with a range of audiences/Negotiate ideas and knowledge with peers and teachers
- Thinking (Creative Thinking): Create original works and ideas; use existing works and ideas in new ways
- Thinking (Critical Thinking): Consider ideas from multiple perspectives/Propose and evaluate a variety of solutions
- Research (Information Literacy): Present information in a variety of formats and platforms/Collect and analyse data to identify solutions and make informed decisions
- Research (Media Literacy): Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Social (Collaboration): Negotiate effectively
- Self Management (Organizational Skill): Create plans to prepare for summative assessments (examinations and performances)

VISUAL ART

Storytelling

- Unit Overview:

This unit revolved around understanding the power of social and political messages through art. The intention of the unit is to create an artwork that portrays a better future hence the title of the unit Imagine. The content covered specific art movements such as Romanticism, Realism and Dadaism.

- Activities and Tasks Overview:

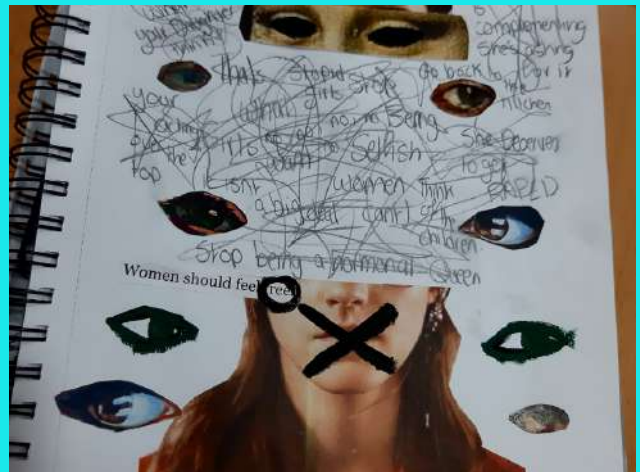
This unit was initiated with a research assignment that was divided amongst students. Some of them worked on Dadaism, Realism and Romanticism. The findings of this research were shared with all students so that they could relate to all the characteristics of the movements. The research asked the students to investigate the following questions: How to discuss the relationship of art to politics (subject, style, material, format, context, intention)? What is the relationship of artistic freedom to political commitment? How do class, race, and gender play into expectations about political art? Are art and propaganda mutually exclusive? The findings of that research guided the choice of content that the students needed to create. A reflection was required to conclude their understanding of the research. Eventually, towards the start of the creative process, the students created a set of different brainstorming assignments, and they developed their skills formatively in photomontage and acrylic paint. A process documentation of sketches, ideas and experimentation completed the final submission on this unit.

VISUAL ART

Storytelling

- **Assessment Overview:**

Different formative and studio projects took place throughout the duration of one month. The students worked independently on their ideas. Some looked for relevant situations that need tackling in our community. For example, body image, feminism and sexist laws. Other causes were animal rights and unemployment amongst young people in Jordan. The ideas developed gradually from mind mapping, looking for visual references in the form of a mood-board. Sketching and experimentations were recorded. The summative piece was a realization of all the processes that the students undertook in the form of a photomontage covering in this case all criteria (A: Knowing and understanding) (B: Developing Skills) (C: Creative Thinking) (D: Responding).



DESIGN

Give It A Digital Push (Marketing Website)

- Key Concept: Communication
- Related Concepts: Innovation, Form
- Global Context and Exploration: Scientific and technical innovation (Digital Life)
- Statement of Inquiry: Innovation in Digital Life enhances Communication Forms

ATL Skills:

- Communication (Communication): Use a variety of media to communicate with a range of audiences; Use and interpret a range of discipline-specific terms and symbols
- 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

Sell me That! (Digital Marketing Poster)

- Unit Overview:

In November and December, students finalized the first unit and created the required poster. They started the second unit which aims at creating a marketing website using HTML coding to create the required design. The client was pre-selected to give the students a sense of reality for their work.

- Activities and Tasks Overview:

Throughout the second unit, students worked on different activities related to the understanding of the skills and content. They researched the selected client by looking up different information online and by contacting them directly. They developed their work based on the acquired results. The students also worked on creating simple sitemaps to better understand the layout and arrangement of their potential website. They also learned the basics of HTML coding and practiced using the different codes and utilizing them in the creation of the final design, based on their understanding and research.

DESIGN

Give It A Digital Push (Marketing Website)

- **Assessment Overview:**

Students were formatively assessed in Criteria A (Inquiring and Analyzing) and B (Developing Ideas). They also completed their summative assessment where they designed a website covering strands in all four criteria; A (Inquiring & Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).



DRAMA

Clowning (physical theater)

- Key Concept: Change
- Related Concepts: Genre, Presentation
- Global Context and Exploration: Personal and cultural expression (Practice and competency)
- Statement of Inquiry: Clown characters present so many drama genres, learning how to make a change by practice and competency.

ATL Skills:

- Social
- II. Collaboration skills Working effectively with others Give and receive meaningful feedback
- Self-management
 - III. Organization skills Managing time and tasks effectively Create plans to prepare for summative assessments (examinations and performances)

DRAMA

Clowning (physical theater)

- Unit Overview:

This unit focuses on learning about clowning history and techniques and pantomime elements in physical theater.

- Activities and Tasks Overview:

We learned about clowning history, techniques and ways to present tragicomedy in physical theater. Learners started writing dialogues to perform. They researched and summarized scripts based on physical theater practices. Students presented PowerPoints at the end of the unit.

- Assessment Overview:

A summative assessment was given at the beginning of December. Students created a performance based on physical theater and facial expression exaggeration (clowning). Students were 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

What Do Our Ethical and Moral Choices Reveal about Us?

- Key Concept: Connections
- Related Concepts: Structure, Context and Intertextuality
- Global Context and Exploration: Identities and Relationships (Identity Formation)
- Statement of Inquiry: The structure and context of different texts can be used for the purpose of moral reasoning and ethical judgement as well as showing people's characters.

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
- Collaboration skills: Practise empathy, Take responsibility for one's own actions, Take responsibility for one's own actions
- Media literacy skills: Seek a range of perspectives from multiple and varied sources, Make informed choices about personal viewing experiences, Compare, contrast and draw connections
- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible,
- Critical-thinking skills: Read critically and for comprehension, Write for different purposes

ENGLISH LANGUAGE AND LITERATURE

What Do Our Ethical and Moral Choices Reveal about Us?

- Unit Overview:

In November and December, we watched and analyzed parts of the movie “Cold Mountain,” and discussed the short story “A Sound of Thunder”. Then, we moved on to the writing skill; Debate.

- Activities and Tasks Overview:

Students had an analytical view of the movie “Cold Mountain,” where they watched and expressed their opinion about the movie, its subject matter, and its characters. Then, we moved to the short story “A Sound of Thunder,” where the students provided an analytical review of the story. After that, we moved on to the writing skill. Students were able to identify the elements of Debate Writing through observing a video presentation about the topic.

ENGLISH LANGUAGE AND LITERATURE

What Do Our Ethical and Moral Choices Reveal about Us?

- **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 movie. They were also able to create a Debate discussing a statement about a character in the movie.

FRENCH LANGUAGE ACQUISITION

Are technological advances positive?

- Key Concept: Culture
- Related Concepts: Purpose, pattern
- Global Context and Exploration: Scientific and technical innovation (modernization)
- Statement of Inquiry: Technology follows a pattern that serves the purpose of modernizing our cultural context. and influence different audiences

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.
- Self-management Skills (Reflection): Consider content: What did I learn today? What yet I don't understand ? What questions do I have now?

FRENCH LANGUAGE ACQUISITION

Are technological advances positive?

- Unit Overview:

In this unit, students will discover new technologies and if technology can be dangerous. They will also learn how to avoid damaging their body when using technology.

- Activities and Tasks Overview

Learners in this unit went through different strategies and activities such as graffiti, T-chart as well as before and after strategies. Learners also went through online and group activities to fulfill the unit's objectives.

- (Phase 1) "Emergent level":

Learners revised what they covered this semester:

1. How to present yourself.
2. The numbers in french.
3. Vocabulary about animals and what's your favorite animal.
4. Vocabulary about colors and what's your favorite color.
5. Vocabulary about school subjects and which school subjects are you taking in your classes and what's your favorite school subject.
6. Vocabulary about family members and how to design a family tree of your own.
7. Talk about your family in detail.

FRENCH LANGUAGE ACQUISITION

Are technological advances positive?

- (Phase 2&3) “Emergent level”:

Learners identified the origin of the word technology along with its definition and the advantages and disadvantages of technology. Learners after that using the graffiti strategy explained what could the future hold for from the technological advances from their own imagination. Learners watched a video about the newest inventions in the world that will soon be presented to society.

- Assessment Overview

Students went through a formative assessment in Criterion B: Reading. At the end of the unit, learners were assessed in all criteria; A: Listening, B: Reading, C: Speaking and D: Writing.

INDIVIDUALS AND SOCIETIES

How have ideas reflected change in the last 200 years?

- Key Concept: Change
- Related Concepts: Ideology and significance
- Global Context and Exploration: Identities and Relationships (Physical, psychological and social development)
- Statement of Inquiry: Significant intellectual and ideological movements have changed our identities and have impacted relationships within communities and between nations)

ATL Skills:

- Research Skills (Information Literacy): Access information to be informed and inform others.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations.

INDIVIDUALS AND SOCIETIES

How have ideas reflected change in the last 200 years?

- Unit Overview:

This unit focuses on the different ideologies in the 19th and 20th centuries. It explores the factors that led to new ideologies and intellectual movements, besides examining which ideologies have an impact on us today.

- Activities and Tasks Overview:

To introduce the unit, students examined different terms such as authority, utopia and ideology. Then, they examined two sources to identify several kinds of governments including Adolf Hitler's speech to the Nazi Party and Prouden's general idea of revolution in the 19th century France.

INDIVIDUALS AND SOCIETIES

How have ideas reflected change in the last 200 years?

- **Assessment Overview:**

The students completed their formative assessment individually as they identified the ideas of key ideological and intellectual movements in the 19th and 20th centuries. This formative assessment helped prepare them for the summative assessment which focused on the ways in which intellectual and ideological movements have changed our identities and have impacted the relationships with communities. For example, the role of women in society, the distribution of wealth in society, how minority groups are treated and so on. Students completed their summative assessment in all criteria.

MATHEMATICS

Measurement of spaces in different dimensions

- Key Concept: Relationships
- Related Concepts: Quantity, Space
- Global Context and Exploration: Personal and cultural expression, Ritual and play
- Statement of Inquiry: Relationships between quantities in space enables the construction and analysis of activities for ritual and play

ATL Skills:

- Communication skills (Communication: Use and interpret a range of of discipline specific terms and symbols)
- Thinking skills (Critical thinking skills: Draw reasonable conclusions and generalizations)

MATHEMATICS

Measurement of spaces in different dimensions

- Unit Overview:

In this unit, students learned about 2-D shapes and the relation between the different quantities to find their areas. They learned about the relation between centre and circumference angles in a circle and how to find unknown angles under different situations in space. Finally, they went through 3-D shapes and the rules of areas and volumes that are represented by relationships of given dimensions.

- Activities and Tasks Overview:

To revise their prior knowledge, students revised finding the area and perimeter of different 2-D shapes (rectangle, square, triangles and kite) using a worksheet. Then, they learned about the characteristics of the circle including finding the area and the circumference. They had many problems from their book about circle geometry and the relation between different angles; central and circumference angles. Then we moved to 3-D shapes where students used different formulas to solve problems related to finding volumes and surface areas. In this unit, students went through proving techniques using the relations learned between different quantities and dimensions.

MATHEMATICS

Measurement of spaces in different dimensions

- **Assessment Overview:**

Students were given several formative tasks during class. Then, they were given summatives in Criterion B (Investigating Patterns). As well as Criteria C (Communicating) and D (Applying Mathematics in Real Life Context).

MUSIC

Intervals

- **Key Concept: Change**
- **Related Concepts: Structure, Composition.**
- **Global Context and Exploration: Scientific and Technical Innovation (Systems).**
- **Statement of Inquiry: The system in which each interval changes may structure the musical composition.**

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

Intervals

- Unit Overview:

The second unit of this year focuses on the improvement of the musical ear of the learners, by listening to different intervals and differentiating between them.

- Activities and Tasks Overview:

In the beginning, we introduced the learners to the unit and the concept of intervals. Main activities were practical in class. Students were asked to listen to different intervals and differentiate between them. They were also asked to perform intervals on the piano and vocally. Students were asked to say the interval's name and were asked to perform the interval orally by listening and analyzing. Moreover, they watched more videos about intervals in class and at home.

MUSIC

Intervals

- **Assessment Overview:**

Before presenting the summative, students were able to relate to the strands involved by conducting different formative exercises to guide them towards the summative. These exercises revolved around analyzing and listening to the intervals and being able to differentiate between them. The learners were assessed in class through different kinds of exercises about intervals to listen to and answer on the day of the summative. They were assessed according to the following criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).

BIOLOGY

It's in your genes

- Key Concept: Change
- Related Concepts: Patterns, Transformation, Consequences
- Global Context and Exploration: Personal and cultural expression (Analysis and argument)
- Statement of Inquiry: Genetic patterns and transformations may show us how we and life in general was, are and might become, which would help us analyse consequences of any changes.

ATL Skills:

- Thinking: critical thinking
- Social: collaboration
- Communication: communication
- Self-management: organization
- Self-management: reflection
- Research: information literacy

BIOLOGY

It's in your genes

- Unit Overview:

In this unit, students learned about inheritance, meiosis and mitosis. They also reviewed the concepts of phenotype, genotype, homozygous, heterozygous, dominant and recessive alleles. The focus is on learning the monohybrid inheritance, co-dominance (the inheritance of ABO blood groups), and sex linkage (color blindness).

- Activities and Tasks Overview:

Through interactive sessions, students learnt about monohybrid inheritance using genetic diagrams to predict the results of monohybrid crosses and calculate phenotypic ratios. They also interpreted pedigree diagrams for the inheritance of a given characteristic. Learners also practiced using Punnett squares in crosses which result in more than one genotype to work out and show the possible different genotypes. Moreover, they learnt how to use a test cross to identify an unknown genotype. Finally, they discussed the co-dominance and sex linkage.

BIOLOGY

It's in your genes

- **Assessment Overview**

Students were assessed in Criterion A: Knowing and understanding and Criterion D: Reflecting on the impact of science. They researched one of the genetic conditions listed below, describing the disease and presenting it in class: Sickle cell anemia, Down syndrome, Cystic fibrosis, PKU, Tay-Sachs.

PHYSICS

Astrophysics

- **Key Concept: Systems**
- **Related Concepts: Development, conditions and scale**
- **Global Context and Exploration: Orientation in Time and Space (Exploration)**
- **Statement of Inquiry: The development of universe systems and its civilizations is an intriguing story depending on different conditions of scientific creativity and interactions with society**

ATL Skills:

- **Self-Management (Reflection Skills): Develop new skills, techniques and strategies for effective learning.**
- **Self-Management Skills (Organization Skills): Plan short- and long-term assignments; meet deadlines.**

PHYSICS

Astrophysics

- Unit overview:

This unit aims to explain the earliest space scientist who explored the Solar System and the objects in it. Students learn about the lenses and telescopes that are used to manipulate light and achieve magnification of distant objects. Students also explore forms of observational evidence and instruments available to astronomers as they look further into deep space.

- Activities and Tasks Overview:

Students communicated and discussed the difference between the terms constellation, epicycle and retrograde motion. Students also communicated and discussed the scale of the observable Universe and how big the objects in it are, and what evidence and instruments are used to elaborate models of the Universe. Students also explored how the knowledge of the Universe affected our understanding of our place in it and mentioned how important it is to know about the Universe beyond our own planet.

PHYSICS

Astrophysics

- **Assessment Overview:**

Students were assessed summatively in Criterion A (Knowing and Understanding) at the end of the unit where they applied their scientific knowledge and understanding to solve problems related to the unit. In addition, students practiced Criteria B and C and explored the differences between material properties and connected them to the specific heat capacity for each material.

CHEMISTRY

Chemical Systems

- Key Concept: Systems
- Related Concepts: Balance , Movement and Consequences
- Global Context and Exploration: Scientific and technical innovation : an exploration of developments that have arisen from our knowledge of reaction rates and equilibrium
- Statement of Inquiry: Innovations in chemistry often depend on an understanding of rates of chemical reactions

ATL Skills:

- Collaboration skills
 - Help others to succeed
 - Listen actively to other perspectives and ideas
 - Encourage others to contribute
 - Exercise leadership and take on a variety of roles within groups
 - Practice empathy

CHEMISTRY

Chemical Systems

- Unit Overview:

In this unit, we will look at two major ideas that help us understand the control of chemical reactions: Chemical kinetics or rates of reactions and chemical equilibrium and how its position can be controlled.

- Activities and Tasks Overview:

Students used the chemistry lab to investigate the effect of temperature on the reaction between hydrochloric acid and sodium thiosulfate.

- Assessment Overview:

Students practiced and revised their knowledge about rate of reaction through a formative assessment in Criteria A, B and C. A summative assessment for Criterion A was completed to evaluate the knowledge students gained throughout the unit.

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, students worked on the success criteria, and some of the students started to conduct interviews. Students showed worries regarding meeting deadlines; therefore, we have rescheduled some dates to meet the students' needs.

The updated deadlines were shared with the supervisors, students, parents and the administration.