

COLLÈGE DE LA SALLE FRÈRES

MYP **NEWSLETTER**
2020

 **YEAR 3**



TABLE OF CONTENTS

- 01. Arabic language
 - 02. Visual art
 - 03. Design
 - 04. Drama
 - 05. English & literature
 - 06. French language
 - 07. Individuals and societies
 - 08. Mathematics
 - 09. Music
 - 10. PHE
 - 11. Science
 - 12. ATL
- 

ARABIC LANGUAGE

أمنيات تتحقق

- المنظور
- الشَّخصيَّة / التَّعبير عن الذات
- الهويَّات والعلاقات (تشكُّل الهوية)

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السِّياقات العالميَّة
- والاستكشافات :

لدى جميع الأشخاص خلال فترات تشكُّل هويَّتهم الحقُّ في التَّعبير عن ذاتهم ووجهة نظرهم حول ضرورة حفظ العلاقات

- جملة البحث والاستقصاء :

- مهارات الاجتماعيَّة (مهارة العمل التعاوني) : إدارة النزاعات وحلها والعمل عملاً تعاونياً. اتِّخاذ القرارات المنصفة والعدالة.
مهارات إدارة الذات (مهارات التَّنظيم) : فهم واستخدام أفضليات التَّعلم الحسيَّة (أساليب التَّعلم). اختيار واستخدام التَّكنولوجيا بفعاليَّة بشكلٍ مثمر.

- مهارات أساليب التَّعلم :

نظرة عامة على الوحدة :

تمَّ عرض مدخل الوحدة الأولى : تحليل مقالة (لماذا) للكاتب السُّوري شكري فيصل من خلال مناقشة الفكرة الرئيسيَّة التي طرحها الكاتب وأمنيات الكاتب وتأثير ما طرحه الكاتب في شخصية الطلبة ، وربط المقالة بقصيدة اللغة العربية للشاعر حافظ إبراهيم.

نظرة عامة على الأنشطة والمهام :

تمّ دراسة الفنون الأدبية من مقالة ورواية وقصة قصيرة وفن الرسائل والمسرح والسيرة الذاتية والغيرية ، وقمنا بتحليل مقالة (لماذا) من خلال إبراز صور مؤلمة من واقع الدّول العربيّة وربط هذه الصّور بأهمية توطيد دعائم الوحدة العربيّة و الاهتمام بدراسة اللغة العربيّة من خلال الشعراء الذين ركّزوا على أهميتها . تعرّفنا على اليوم العالمي للغة العربيّة والذي يوافق الثامن عشر من شهر كانون الأول وخططنا حياة الشاعر حافظ إبراهيم عبر نموذج الشّخصيّة، وعالجنا النّص من خلال البحث والاستنتاج والمقابلة.

نظرة عامة على التقييم - التقييمات التكوينية والختامية :

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

الخدمة والعمل :

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

VISUAL ART

Evolution of Still Life

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

- Change
- Compositions, style
- Scientific and Technical Innovation (Modernization)

- Statement of Inquiry :

Modernization led to change in art compositions and styles.

- ATL Skills :

- Thinking Skills (Creative thinking) :
Make unexpected or unusual connections between objects and/or ideas. / Apply existing knowledge to generate new ideas, products or processes.
- Thinking Skills (Critical thinking) :
Practise observing carefully in order to recognize problems./ Consider ideas from multiple perspectives
- Research Skills (Information literacy) :
Make connections between various sources of information.

Month Overview :

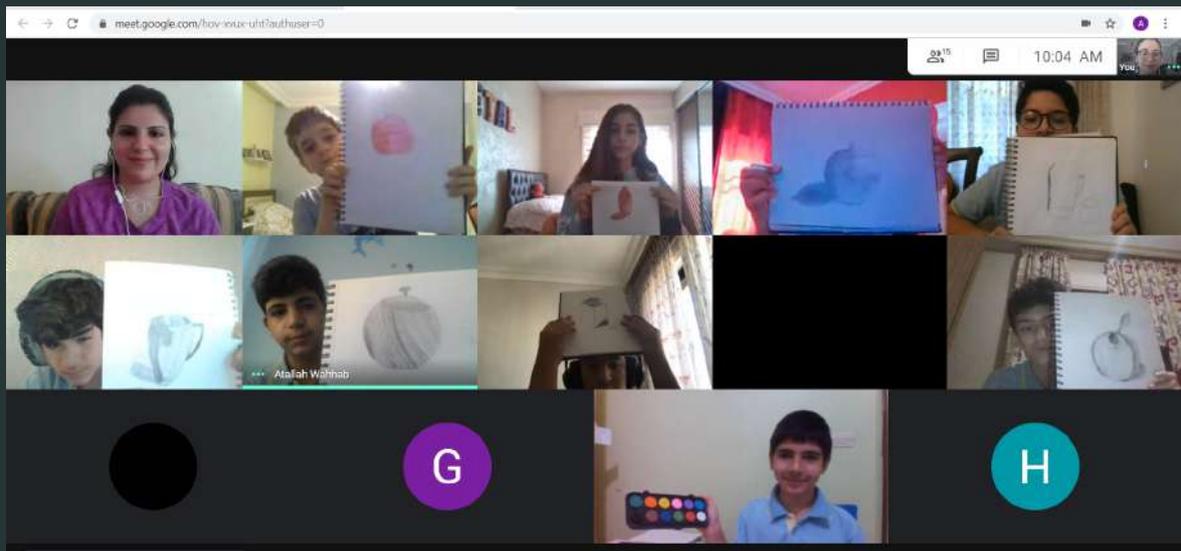
By the end of October the students wrapped up the unit with interesting watercolor and still life drawings, as they investigated shape, form and values as well as composition settings. They also presented a rounded art research while learning about the history of still life and how it differed from one artist to another.

Activities and Tasks Overview:

After the students developed a clear understanding of contouring, line qualities and drawing from direct observation that helped students create a balanced composition, they conducted a research about two different still life paintings, done in two different art styles. They learned about the main features and background story and compared the research outcomes and noticed the difference was still life evolved in art history. Students moved to a more in depth study of how to use watercolor techniques and how to create interesting monochromatic still life settings.

Assessment Overview :

Students created a personal response to the environment around them, by showing artistic influence from famous artists and planning for their personal still life settings, drawing and showing 2 different techniques to finalize those artworks. All four criteria were covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



DESIGN

What is Web Design? (Sitemaps)

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

- Systems
- Invention & Resources
- Globalization and sustainability (Data-driven decision-making)

- Statement of Inquiry :

Arranging resources using data-driven decision making creates systems & inventions

- ATL Skills :

- Communication Skills :
Share ideas with multiple audiences using a variety of digital environments and media.
- Thinking (Creative Thinking Skills) :
Consider multiple alternatives, including those that might be unlikely or impossible.
- Research Skills (Information-literacy) :
Process data and report results.
- Self Management (Organization Skills) :
Use appropriate strategies for organizing complex information.

Month Overview :

In this month, we continued work on our first unit and learned how to use digital applications to create sitemaps.

Activities and Tasks Overview :

During this month, we focused on learning how to arrange resources and analyze similar cases to create a comprehensive structure for a site map. The students learned how to use programs such as Lucidchart to create the links and elements, and also how to create the same using Word SmartArt. The students also learned how to group resources and create categories by solving a puzzle-like example and creating a sitemap from a mixed up combination of navigation items. In this month we finalized our unit by practicing on a formative assessment before moving onto our summative.

Assessment Overview :

Formative assessments were mainly to assess understanding and competency using the digital applications. They also involved role playing to understand how to collect and analyze information. The summative assessment shall include research to understand certain meanings and analyze requirements prior to building the sitemap structure.



DRAMA

Greek Theater

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

- Communication
- Structure and Narrative
- Orientation in Space and Time (Evolution)

- Statement of Inquiry :

In ancient cultures, how narratives are structured and communicated can be more important than what is communicated.

- ATL Skills :

- Research Skills (Media literacy) :
with media to use and create ideas and information / Understand the impact of media representations and modes of presentation
- Social Skills (Collaboration) :
Working effectively with others / Listen actively to other perspectives and ideas
- Thinking Skills (Critical thinking) :
Generating novel ideas and considering new perspectives / Apply existing knowledge to generate new ideas, products or processes

Month Overview :

This unit focuses on the history of Greek theatre, Mythology, theatre and structure. They are going to design a collage about the Greek theatre. We have continued talking about the same subject for Greek theater.

Activities and Tasks Overview :

We started a Greek theater presentation where students researched detailed elements of Greek theater. Students started to search for pictures related to Greek mythology and Greek theater and learned how to develop a summary about a certain type of Greek theater elements so they can create the collage verutaly.

Assessment Overview :

A summative assessment will be given at the end October. It will be about creating a collage using Greek theater visual resources.

ENGLISH AND LITERATURE

Is Knowledge Power?

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

- Perspective
- Context and Theme
- Fairness and Development (Rights)

- Statement of Inquiry :

Films with the theme of education may promote fairness and development, give us a new perspective on things we take for granted and help us understand context

- ATL Skills :

- Communication :
Negotiate ideas and knowledge with peers and teachers / Make inferences and draw conclusions / Make effective summary notes for studying
- Research Skills (Media Literacy) :
Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Thinking Skills (Critical Thinking) :
Evaluate evidence and arguments / Draw reasonable conclusions and generalizations

Month Overview :

We have continued working on the 'Power of Education' unit during this month as well. We are moving at a slower pace to ensure that all students are able to keep up with online lessons. During this month, our students finalized the unit.

Activities and Tasks Overview :

Students worked on examining some of the barriers that some students from around the world have to face in order to get proper education. They related them to their own experiences and wrote a first-person narrative on the matter. After that, they analysed a text about the importance of education in fighting political conflicts. Finally, they engaged in their writing skill 'Opinion Essays' where they wrote several drafts on various topics.

Assessment Overview :

The students had two formative assessments; one to assess their analytical skills covering Criteria A (Analyzing) and C (Producing Text) and the other to assess their writing skills covering Criteria B (Organizing) and D (Using Language). Those formative assessments prepared the students for their summative assessments which were held at the end of the month.

FRENCH LANGUAGE

What do you like to eat ?

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

- Culture
- Meaning, Context and Purpose
- Identities and Relationships (Health and Well-being)

- Statement of Inquiry :

Country's culinary practices reflect its geographical context, its culture and its identity.

- ATL Skills :

- Communication Skills :
Give and receive appropriate feedback.
- Thinking Skills (Creative Thinking) :
brainstorm and use visual schemes to generate new ideas and research.
- Self-management (Reflection) :
Consider content: What did I learn today?
What yet I don't understand? What questions do I have now?

Month Overview :

We are still covering the same unit. Students explored different cuisines and focused on some French regional dishes. They also explored the most consumed food elements in the world and got to know what a balanced dish is.

Activities and Tasks Overview (Phase 3) :

We continued on discovering more Francophone dishes. Students research the ingredients of some dishes. They worked in groups and chose a healthy dish with starters, main course and desert. They examined many recipes and how we could write one. They made a recipe of their favorite dish. We talked about the traditional dish in Jordan and its ingredients. They learned how to determine a quantity (as a grammatical task). We also discussed some rules that we have to respect while eating. They enjoyed this subject and we had cultural discussion because in Jordan we eat Mansaf with our hands but in other cultures we need to use a knife and fork to eat.. They got to know how to use the imperative form. All lessons had presentations, videos and games to implement what we took and they were posted as resources on Managebac and Google Classroom. A story was downloaded for them on Managebac and Google Classroom if they are interested to read.

Assessment Overview (Phase 3) :

We had a formative exam in Criteria A (Comprehending Spoken and Visual Text) and criterion B (Comprehending Written and Visual Text). A summative assessment was done on 22nd of October in Criteria A, B and C (Communicating in response to spoken, written and visual text).

Activities and Tasks Overview (Phase 2) :

Learners continued working on the unit (What do you like to eat?) where they explored Francophone dishes and meals. They identified the ingredients of the balanced dish and what are the healthy and unhealthy meals. Learners reflected on how food can represent our culture and identity. Then, they identified a recipe and started working on preparing their own recipe.

Assessment Overview (Phase 2) :

We had a formative exam in Criteria A (Comprehending Spoken and Visual Text) and criterion B (Comprehending Written and Visual Text). The summative assessment will be done on the 5th of November in Criteria A, B and C (Communicating in response to spoken, written and visual text).

Activities and Tasks Overview (Phase 1) :

We continued with the phonetics and pronunciation of letters and words. We learned vocabulary related to days of the week, months of the year and the seasons. Then, we started with the numbers and how to write them in letters. Moreover, we learned vocabulary about colors, animals, family members and parts of the house. At the end of month, we started talking about schools, school subjects and school supplies.

Assessment Overview (Phase 1) :

We had a formative and summative exam in Criteria A (Comprehending Spoken and Visual Text) and B (Comprehending Written and Visual Text).

INDIVIDUALS AND SOCIETIES

How are societies governed?

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

- Systems
- Equity and Power
- Fairness and Development (Democracy)

- Statement of Inquiry :

The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.

- ATL Skills :

- Communication Skills :
Make effective summary notes for studying
- Research Skills (Information literacy) :
Access information to be informed and inform others
- Thinking Skills (Critical-thinking) :
Develop contrary or opposing arguments

Month Overview :

We have continued working on the same unit during this month as well. We are moving at a slower pace to ensure that all students are able to keep up with online lessons. During this month, our students explored more systems of government and their features.

Activities and Tasks Overview :

Students finalized the Monarchy system and moved into democracy. They watched a short video on the history of democracy as well as examined several quotes on the topic to formulate their own ideas. They were able to differentiate between two types of democracy, representative and direct, as well as the meaning of flawed democracy. After that, they were introduced to the totalitarian system of government and its features.

Assessment Overview :

Our students worked formatively on powerpoint presentations where they chose certain events from different countries and historical periods that instilled democracy in the world. As for their summative assessment, they researched a totalitarian government of their choice and wrote a reflection essay on it. This summative assessment covered all Criteria.

MATHEMATICS

Numbers: Discoveries and Developments

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

- Form
- Quantity, Representation and Simplification
- Scientific and Technical Innovation (Industrialization and Engineering)

- Statement of Inquiry :

Representing and simplifying quantities in different forms can help industrialization and engineering

- ATL Skills :

- Research (Information literacy) : use memory techniques to develop long term memory
- Self-management (Affective skills) practice positive thinking

Month Overview :

In this month, we focused on practicing mathematical skills while simplifying expressions, and introduced the scientific notations which are also used to write prefixes of units of measuring. Meanwhile, we practiced positive thinking (ATL: Affective Skills) and we used some techniques and activities to develop long term memory (ATL: Research Skills) to help students not to be overwhelmed with many rules and prefixes.

Activities and Tasks Overview :

Students practiced simplifying complicated mathematical expressions using exponents rules. They used virtual whiteboards (whiteboard.fi) to solve problems individually besides their notebooks. Students conducted a research about coronavirus and they used math knowledge and language to complete it. They also held a gallery walk on a padlet site for designing a page/poster where all the rules they learned are listed.

Assessment Overview :

Students had a Criterion B (Investigating Patterns) summative assessment, and they took Criteria A (Knowing and Understanding) and C (Communicating) both as formative assessment. Other summative assessments will be held in the beginning of November.

Service as Action :

Students were encouraged to consider Service while they conducted a research about coronavirus. They were asked to suggest a way to help our community.

MUSIC

Solfege

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

- Change
- Interpretation and Expression
- Scientific and Technical Innovation (Methods)

- Statement of Inquiry :

Change in the way we see and express notes can help us interpret music differently through various methods.

- ATL Skills :

- Thinking Skills (Critical Thinking) :
Revise understanding based on new information and evidence
- Self-management Skills (Reflection) :
Develop new skills, techniques and strategies for effective learning

Unit Overview :

This month we are continuing our unit on Solfege. Students will learn how to read notes.

Activities and Tasks Overview :

After defining what is the solfege, students started to read random notes in different locations on the treble clef (c4-c5) starting from the middle C. After that, students were asked to download an application from the app store just to help them with the singing part and to sing each note in the right intonation. They also learned how to use this app correctly. Students are practicing how to read notes based on a worksheet that had been given to them in the second week and to record a video of themselves reading and singing an exercise that includes three lines on random notes.

Assessment Overview :

Students will be assessed summatively at the end of the unit by reading toned exercises with different types of tempos.

PHE

Golden Goal -Football

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

- Development
- Refinement and Function
- Identities and Relationships (Transitions)

- Statement of Inquiry :

Refinement and development of function may enhance motivation between the players during transitions.

- ATL Skills :

- Collaboration :
take responsibility for one's own actions.
- Thinking Skills (Critical thinking) :
practise observing carefully in order to recognize problems.

Month Overview :

In this month, we have continued to tackle our unit on Football. We focused on the history of the World Cup. Students will design exercises and drills to develop skills and movement technique in soccer. Students will learn how to design a programme to enhance and refine football skills.

Activities and Tasks Overview :

Each student was given a copy of a world cup so that they could search about this version. In addition, groups were divided to talk about famous former players with great history in football.

Assessment Overview :

Students had a formative assessment in Criterion A (Knowing and Understanding) where they had to discuss the history of the world cup. They also had a formative in Criterion B (Planning for Performance) and Criterion D (Reflecting and Improving Performance). Currently they are in the process of the summative assessment in the criteria covered in the formative.

SCIENCE

Living Organisms (Classification + Adaptation)

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

- Systems
- Environment, Form, Function & Evolution
- Orientation in Space and Time (Constraints and adaptation)

- Statement of Inquiry :

The adaptations of organisms to changes in their environment can result in evolution in form and function, which can be explained by the theory of natural selection.

- ATL Skills :

- Communication Skills :
Use intercultural understanding to interpret communication.
- Social Skills (Collaboration) :
Advocate for one's own rights and needs
- Self-management Skills (Organization)
Plan short- and long-term assignments; meet deadlines.
- Reflective Skills :
Develop new skills, techniques and strategies for effective learning
- Thinking Skills (Creative-thinking) :
Recognize our personal cultural assumptions, and biases.

Month Overview :

In this unit, students explore that living organisms have a wide variety of shapes, sizes, behaviours and habitats. During the 19th century, naturalists and explorers first started inquiring into relationships of living organisms to each other and their environment. The human-built environment of highways and sprawling cities had not yet divided the Earth's natural landscape. Newly introduced species had not yet invaded established habitats.

Activities and Tasks Overview :

Students investigated the specific features for each group of living organisms according to morphology and anatomy. They explored the Classification system that we use nowadays for classifying animals and plants. In addition, students learned about dichotomous keys and the correct way of using them throughout games and different activities as well.

Assessment Overview :

Students are practicing formative assessment Criterion C (Processing and Evaluating) to evaluate the validity of a hypothesis based on the outcome of the scientific investigation. They will be assessed in Criterion B (Inquiring and Designing) to design a scientific investigation in a summative assessment to explain, 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) is being practiced formatively and summatively during classes.

Service as Action :

Students are exploring ways trying to limit genetic modification ethically in our community.

ATL

Approaches to Learning

- **ATL Skills:**

- **Self Management Skills (Organization) :**
Use appropriate strategies for organizing complex information.
- **Thinking Skills (Critical thinking) :**
Gather and Organize relevant information to formulate an argument.
- **Thinking Skills (Creative-thinking) :**
Use brainstorming and visual diagrams to generate new ideas and inquiries.
- **Self Management Skills (Reflection):**
Identify strengths and weaknesses (self-assessment)
- **Communication skills :**
Read a variety of sources for information and for pleasure.
- **Research Skills (Information Literacy) :**
Create references and citations

Month Overview :

In this month, we focused on gathering and organizing information to generate an argument. Students also learned how to evaluate their resource and how to identify whether the resource is primary or secondary. Then, we discussed the components of references and we practiced citation for different purposes.

Activities and Tasks Overview :

Students had to choose a debatable question and workout a research about it. Then, they had a discussion during the class. They used the information they had to evaluate the resources and to practice correct citation. They used one of the citation generators (Citation machine), and they tried to get the citation for images and paragraphs either automatically or manually.