SEPTEMBER EDITION

COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER 2020

YEAR 3

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ARABIC LANGUAGE

أمنيات تتحقّق

• المفهوم الرئيس : • المفاهيم ذات الصلة : • السّياقات العالميّة والاستكشافات :	• المنظور • الشّخصيّة / التّعبير عن الذّات • الهويّات والعلاقات (تشكّل الهويّة)
• جملة البحث والاستقصاء :	لدى جميع الأشخاص خلال فترات تشكّل هويّتهم الحقّ في التّعبير عن ذاتهم ووجهة نظرهم حولَ ضرورة حفظ العلاقات.
• مهارات أساليب التّعلّم :	- مهارات الاجتماعية (مهارة العمل التعاوني) : إدارة النزاعات وحلّها والعمل عملا تعاونيًا. اتّخاذ القرارات المنصفة والعادلة. مهارات إدارة الذّات (مهارات التّنظيم) : فهم واستخدام أفضليات التّعلّم الحسيّة (أساليب التّعلّم). اختيار واستخدام التّكنولوجيا بفعاليّة بشكلٍ مثمر.

نظرة عامة على الوحدة :

تمَّ عرض ملامح متعلمي البكلوريا الدّوليّة، كما تمَّ شرح مصطلحات الإرشاد والتّوجيه الخاصّة بمجموعة اللغة والأدب. تمّ مناقشة معايير التقييم والتي تتمثّل بالمعيار (أ) التّحليل / المعيار (ب) التّنظيم / المعيار (ج) إنتاج النصّ/ المعيار (د) استخدام اللغة. دراسة المفهوم النّظري لفن المقالة وعناصرها وأنواعها وخصائصها.

نظرة عامة على الأنشطة والمهام :

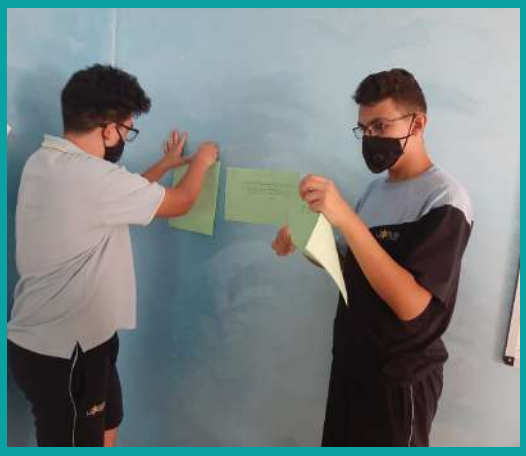
تمَّ دراسة فنّ المقالة من خلال مراعاة استيفاء المقال المنتج لعناصره (العنوان، المقدّمة، العرض، الخاتمة). تنظيم الآراء والأفكار بطريقة منطقية من خلال توظيف أدوات الربط بطريقة مناسبة ومن خلال ترتيب الأفكار الفرعيّة الملائمة للفكرة الرّئيسة بالإضافة إلى التّركيز على استخدام مفردات وتراكيب ملائمة ومتنوّعة . دراسة نصوص أدبية : لماذا أعيش، ووصية إلى ولدي وتسجيل القراءة تسجيلا صوتيًا جهريًّا وفق معايير التقييم الذاتي والغيري. جولة في الصّحف الأردنيّة، باختيار مقالة من الصّحيفة ثمّ تحديد عنوانها و موضوعها وكاتبها والفكرة الرّئيسة التي تطرحها هذه المقالة والتّعليق على أهميّتها وتاريخ نشرها

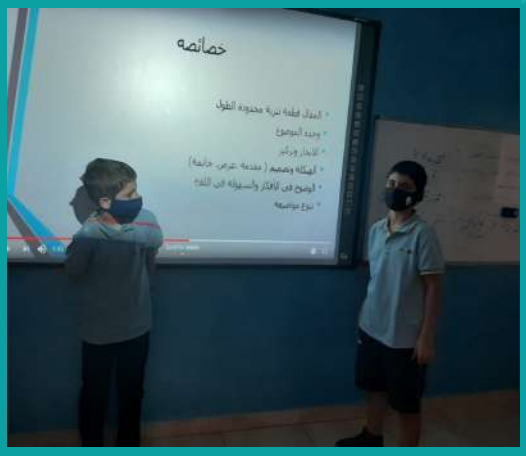
نظرة عامة على التقييم - التقييمات التكوينية والختامية :.

تمّ إعطاء تقييم تشخيصي يشمل الكتابة والقراءة الجهريّة المسجّلة.

الخدمة والعمل :

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

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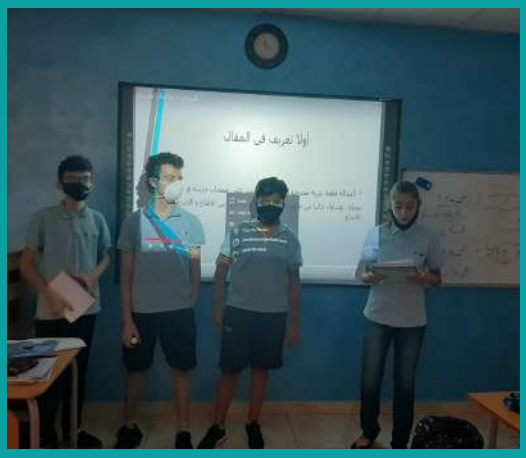
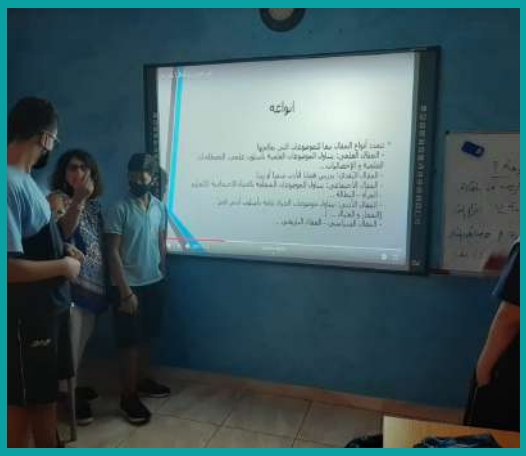

أولا تعريف فى المقال

خصائصه


انواعه

VISUAL ART

Turning Points

• 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.

Unit Overview :

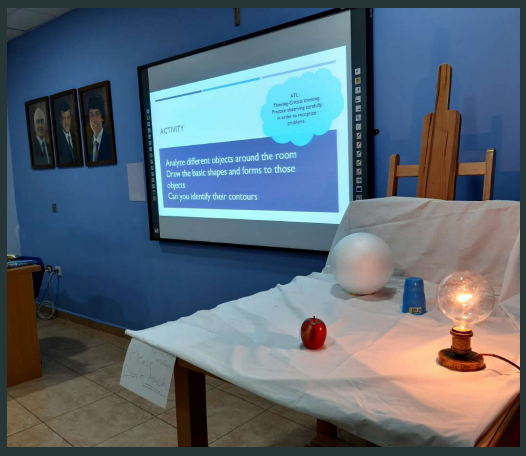
The evolution of still life is an interesting unit, where students will be able to create dynamic still life composition in which they will investigate shape, form and values while learning about the history of still life and how it evolved in our days.

Activities and Tasks Overview:

At the beginning of this unit, students were introduced to key terminologies about still life drawing. We focused on criteria A and B that revolved around knowing and understanding shape, form, light and dark tones, and eventually, represented their acquired knowledge through developing drawing and shading skills. A clear understanding of contouring, line qualities and drawing from direct observation helped students to create a balanced composition. Students conducted a research about famous artists and the evolution of still life through comparing and contrasting different artworks.

Assessment Overview :

Students engaged with many inquiries that granted them the opportunity to experience different drawing and sketching approaches. Gradually in preparation for this unit's summative, the students will unravel high observational skills that will enable them to create a personal response to the environment around them. Appreciating beauty and change in aesthetics. All four criteria will be covered during this unit, Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).


ACTIVITY
Analyze different objects around the room
Draw the basic shapes and forms to those objects
Can you identify their contours

RISK-TAKER

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 • Research Skills (Information-literacy) : Collect, record and verify data • Research Skills (Information-literacy) : Process data and report results

Unit Overview :

Our first design unit focuses on building a structure for a website by creating a sitemap to include all primary navigation and combine the use of a web based programme to create the structure.

Activities and Tasks Overview :

At the beginning of the unit, we explored the concept of design by analyzing a designed piece of furniture and compared it to one in our studio to learn the differences. After that, we explored the Key and Related concepts in the form of team activities and brainstorming in order to understand the terms such as resources and data-driven decision making. Then, the students learned how design and the cycle are part of our everyday life. The students learned the components of a sitemap structure and the difference between them, and how to use a web based program to create and draw the structure. Online classes include brainstorming sessions, guided discussions, and tasks that channel observation towards the skills we are aiming to build by the end of our unit.

Assessment Overview :

Formative assessments were mainly to demonstrate understanding of design concepts and perform research and analysis to draw conclusions. Another formative assessment involved demonstration of their acquired skills in the digital tools.

Madlain Yaghnam is presenting
8:31 AM
Abdullah Tahat
Christ Meouchy
Deema Misleh
Faisal Alshraifat
Gaith Haddad
Hasson Shaher
Issa Dabbour
Jad Ballan
Jamal Hanhan
Madlain Yaghnam
Mazen Al Maaitah
Mohammed Mustafa
Osama Al Bitar
Ramez Mina
Rinad El-Hasani
Sari Al Asali
Madlain Yaghnam
3. Findlaw
Activate Windows
Go to Settings to activate Windows.
Lenovo

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

Unit 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.

Activities and Tasks Overview :

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, we started a Greek theater presentation where students researched detailed elements of Greek theater.

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 (Information Literacy) : Access information to be informed and inform others • 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

Unit Overview :

This unit introduces the theme of education and its importance. It focuses on film analyses and the different ways and reasons people seek education. This unit will also introduce various figures who have been influential to education. Students are expected to become more inquiring as they explore the different ways in which people learn and continue to learn.

Activities and Tasks Overview :

Students provided their perspectives on the reasons why people seek education and its importance. They analyzed a 70's song on the negative side of old fashioned education. Then, they watched a small video on the modern view. After that, students watched and analyzed a BBC production film based on a true story of the life of a Kenyan man fighting for his right to get free education. As they watched, students were expected to take guided notes on the setting, the characters, the direction and the storyline. Students compared between the character in the film and its real counterpart.

Assessment Overview :

Students are working their way into the formative assessment preparing them for the summative assessment where they will be assessed according to all criteria; A (Analyzing), B (Organizing), C (Producing Text) and D (Using Language).

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?

Unit Overview :

students will discover different cuisines and focus on some French regional dishes. They will also discover the most consumed food elements in the world and get to know what a balanced dish is.

Activities and Tasks Overview (Phase 2) :

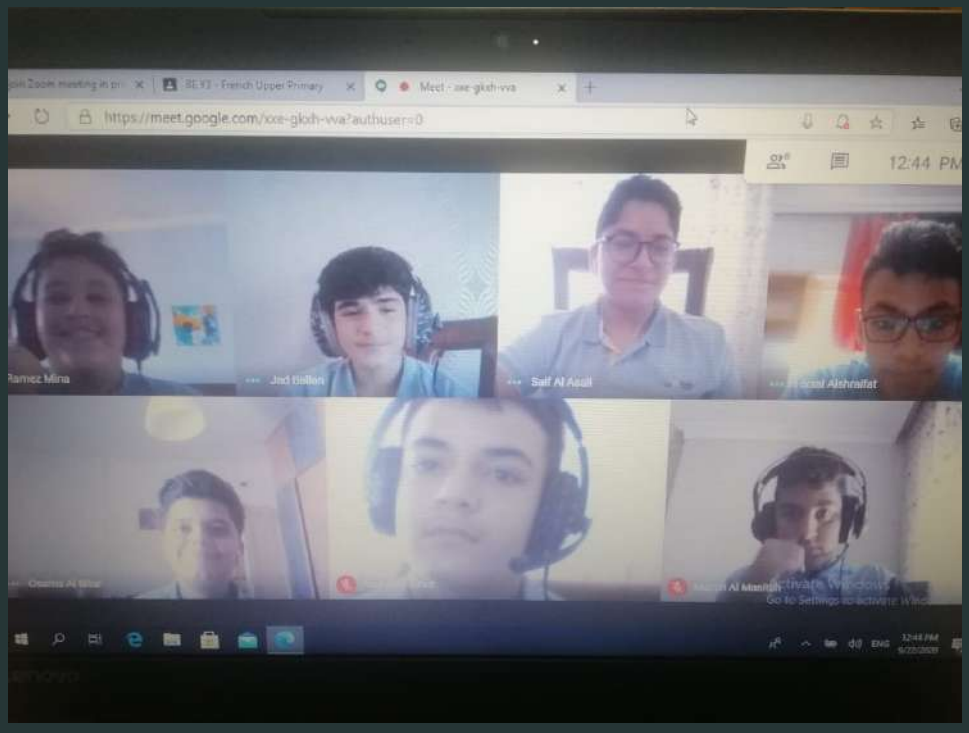
Students worked on ice-breakers to get to know each other and to be more comfortable using the language after the long holiday. They went through a revision worksheet that was posted on Edunation. Learners identified the unit: the title, statement of inquiry, key and related concepts, global context, the objectives and the questions of the unit (Factual, Conceptual and Debatable). After that, phase 2 started working on "Qu'est-ce que tu aimes manger?" They continued working on exploring different dishes by watching two videos, "The ingredients of your favorite dish" and "The top 10 famous dishes in France." Students described their favorite dishes with the ingredients. Then, they worked on pages 116+118 to discover new vocabularies and how to use some in French "les articles partitifs" They identified how to buy from a supermarket. All material is on Google Classroom and Managebac.

Activities and Tasks Overview (Phase 3) :

We started our semester by ice-breaking activities (songs and games). Students completed a sheet about introducing themselves and what they like and dislike. We revised some general information. We got to know our first unit: title, statement of inquiry, key and related concepts, global context, the objectives of the unit and factual, conceptual and debatable questions. A brainstorming activity was done by asking students to mention what they know as fruits, vegetables, food etc in French. Then, we had many games on "quizlet" where students enjoyed revising and learning new words. They enjoyed playing a game together at the supermarket by trying to know who memorises the most. Students got to know how to use " some" in French " les articles partitifs" We watched a video, did a worksheet together and had a game on quizlet. They got to know the 10 essential foods in France. They answered questions about what they like to eat and what they don't. They researched the 10 essential foods in Jordan. They answered questions about themselves: what they eat for breakfast, lunch and dinner. We got to know what a balanced dish is. Students discovered some regional Francophones dishes.

Assessment Overview :

A diagnostic exam was done to place students into different phases based on their levels. As a result, students were placed into three phases. A formative assessment will be held at the beginning of October in Criteria A (Comprehending Spoken and Visual Text) and B (Comprehending Written and Visual Text).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12:44 PM
Ramez Mina
Jad Bellan
Saif Al Asali

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

Unit Overview :

This unit covers all aspects of governance. It focuses on Monarchies, Democracies and Totalitarian systems. It helps students explore the pros and cons of each system and become more critical and knowledgeable. Furthermore, by analysing the different systems, students will gain knowledge on the concept of equity and power.

Activities and Tasks Overview :

Students used some visible thinking routines to explore the different types of governance.They explored and reflected on a world map showing the locations of all the monarchies around the world. Students then examined the history of one of the oldest monarchies in the world, Japan. They learned about the change in the constitution and what it means. After that, they explored the monarchy in England. Students considered the pros and cons of having a monarch. They examined several sources on the topic.

Assessment Overview :

Students are slowly working their way into a formative assessment which will prepare them to the final summative assessment where they be assessed in all criteria, A (Knowing and Understanding), B (Investigating), C (Communicating) and D (Thinking Critically).

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

Unit Overview :

In this unit, students are exploring some amazing scientific and industrial discoveries. They are learning about quantities and how to represent and simplify them using exponents. They are also exploring some of the exponent rules and discovering scientific notations to represent small and large quantities in several problems in context.

Activities and Tasks Overview :

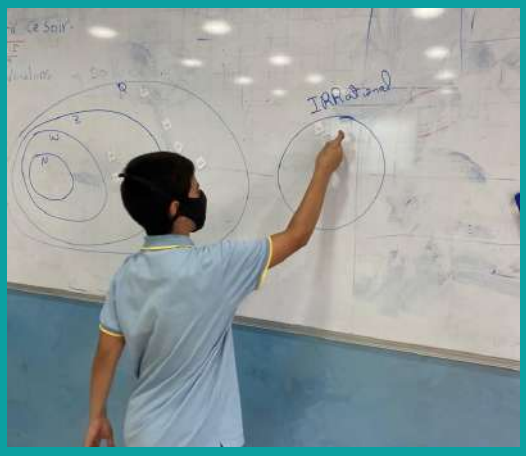
Students used a Venn diagram and flowchart to help them classify different types of numbers. Students are working on various investigations to explore exponents rules. This will help students to write small and large numbers in a simple form. They will practice these rules through online games.

Assessment Overview :

Students are practicing formative assessments on Criterion B (Investigating Patterns) to prepare for the summative assessment. Criterion A (Knowing and Understanding) is being practiced formatively during classes.

Service as Action :

Students will have the opportunity to explore different ways to spread awareness after they conduct a research on the size of coronavirus compared to other viruses, and the spread of this virus compared to other viruses. The numbers that they will get will help them in some decisions about the spread of this virus.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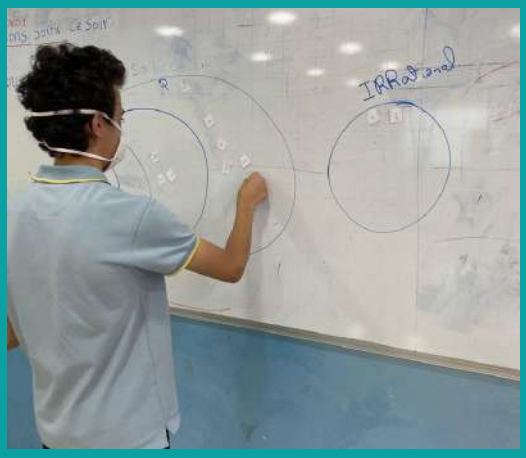
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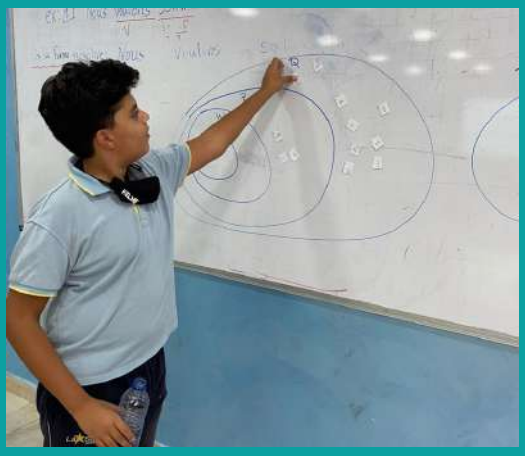
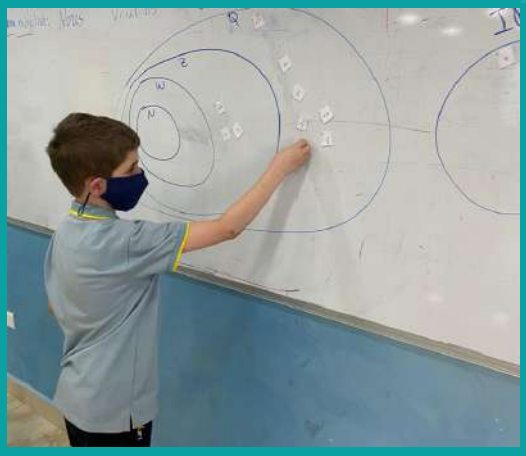
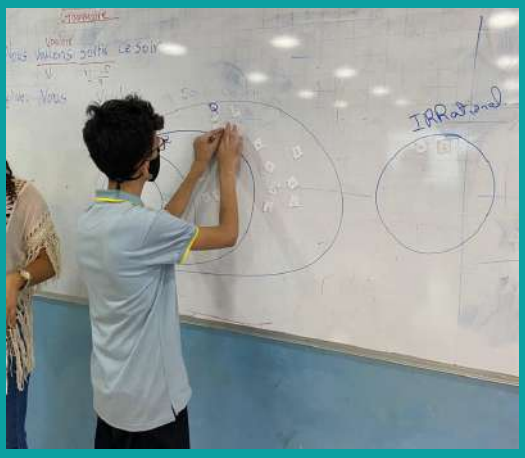
Nous Voulons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MUSIC
Solfege

• 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 :

In this unit, students will learn how to read notes.

Activities and Tasks Overview :

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure about their choice as they will take the subject for the rest of the year. Then, after seeing an introductory video about solfege, students took notes in order to do their own research on what solfege is.

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 :	• Self-management (Affective) : Demonstrate and apply a range of skills and techniques, students demonstrate persistence and perseverance.

Unit Overview :

This unit focuses on the history of the world cup as well as football exercises and drills to develop skills and movement technique.

Activities and Tasks Overview :

The students worked in groups to extract information about the history of the world cup. They practiced dribbling skills in soccer.

Assessment Overview :

Students will do a formative assessment in Criterion A (Knowing and Understanding) where the teacher will divide the class to groups to discuss the history of the world cup. Then, they will do formative assessment in Criterion B (Planning for Performance) where the teacher will divide the class into groups and will give each group a specific skill to refine and develop it through a program they will make.

SCIENCE

How do we make it work? (Indigenous Knowledge)

• Key Concept : • Related Concepts : • Global Context and Exploration :	• Relationships • Balance and Models • Personal and Cultural Expression (Analysis and Argument)
• Statement of Inquiry :	Indigenous people's relationships, detailed and invaluable knowledge and personal expression allow them to live in a balanced way with their local environment.
• ATL Skills :	• Communication Skills : Use a variety of media to communicate with • 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 • Research Skills (Media literacy) : Consider how to write an effective research question • Thinking Skills (Creative-thinking) : Recognize our personal cultural assumptions, and biases.

Unit Overview :

In this unit, students explore how Indigenous people make up a significant percentage of the world's population. It is estimated that there are about 5000 different tribes of indigenous peoples in the world. The knowledge they have particularly about local ecology is immense and complex. In recent years, we have started to appreciate the value of this knowledge more.

Activities and Tasks Overview :

Students investigated the importance of Indigenous people and their knowledge in the development of modern science. Students explored the food sources of Indigenous people, their diet and knowledge, and how that is different from modern science. Students communicated and discussed case studies to explore the impact of conservation approaches on Indigenous people.

Assessment Overview :

Students are practicing formative assessment in Criterion B (Inquiring and Designing) to evaluate the validity of a hypothesis based on the outcome of the scientific investigation and Criterion C (Processing and Evaluating) to design a scientific investigation. They will be assessed in Criterion D (Reflecting on the Impacts of Science) 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 during classes.

Service as Action :

Students are exploring ways how indigenous people could live in the modern world while preserving their traditions and customs.

JAPAN
CHINA

Creation Stories
JAPAN
CHINA
HINDU
CANADA

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

ATL Overview :

ATL skills are an essential part of the MYP programme. They help students learn how to learn. Also, they develop the self-knowledge and skills they need to enjoy a lifetime of learning. It consists of 5 main categories, with ten clusters including; Communication, Collaboration, Information literacy, Media literacy, Affective skills, Organization skills, Reflection skills, Creative and Critical thinking skills and Transfers skills. ATLs are ungraded skills, however, students are encouraged to reflect on their development.

Month Overview :

This month's unit we will focused on Academic Honesty in line with the IB programme, as well as the school's policy. Hence, this unit focused on citation and referencing, as well as techniques on evaluating the resources used. Moreover, students learned the basics of research and mind-mapping, using different techniques and websites such as www.mindmeister.com to help organize their thoughts as visual diagrams and generate inquiries.

Activities and Tasks Overview :

Students practiced mind maps using specific programs for one of their areas of interest as to start a research. They practiced writing debatable and factual questions and they also started to recognise the clarity and focus of their questions. Students did research for different topics then they had to evaluate the resources and write the correct citation for that resource with all the components using citation generator websites.