

COLLÈGE DE LA SALLE FRÈRES

**MYP** **NEWSLETTER**  
**2020**

 **YEAR 3**



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# ARABIC LANGUAGE

## عندما يتجاوز الواقع الخيال

- - التّواصل
- مكان أو زمان الأحداث - الشّخصيّة.
- التّوجّه من حيث الزّمان والمكان ( التّشريد )

- المفهوم الرّئيس :
- المفاهيم ذات الصلة :
- السّياقات العالميّة
- والاستكشافات :

يتواصل الأديب مع المجتمع من خلال رسم الشخصيات التي تتأثر بالسياق التاريخي ونقاط التحوّل لإيصال رسالته.

- جملة البحث والاستقصاء :

المهارات التعاونيّة:  
تبادل الأفكار والرّسائل والمعلومات بفاعليّة عبر التّفاعل. تفسير أنماط التّواصل غير الشّفهي واستخدامها استخدامًا فعالًا. استخدام الصّيغ الملائمة للكتابة لأغراض وجماهير مختلفة.

- مهارات أساليب التّعلّم :

مهارات التفكير ، نقل المهارات: استخدام المهارات والمعرفة في السّياقات المتعدّدة: عمل الرّوابط بين مجموعات الموادّ الدّراسيّة والفروع المعرفيّة.

الجمع بين المعرفة والفهم والمهارات لعمل المنتجات أو وضع الحلول.

نظرة عامة على الوحدة :

تمّ الانتهاء من الوحدة الأولى ( أمنيات تتحقّق ) وتأمّل نهاية الوحدة من خلال المحطّة الختاميّة و ربط الأفكار المطروحة في المقالات والقصائد الشعريّة المدروسة بالتّدعيم بأمثلة ومناقشة العاطفة ومراجعة عامّة للتدريبات النحويّة والإملائيّة المختصّة بالأفعال والأسماء المبنية والمعربة وهمزتي الوصل والقطع ، بالإضافة إلى متابعة ملامح متعلم البكالوريا الدولية ومصطلحات الإرشاد والتوجيه الخاصّة بمجموعة اللغة والأدب. كما تمّ البدء بالنظرة العامة للوحدة الثانية. عرض المحور الأول : مدخل إلى فن الرواية ( رواية رجال تحت الشّمس للكاتب الفلسطيني غسان كنفاني ) : من حيث مفردات الوحدة ومهارات أساليب التّعلّم والتقييم الذاتي لمهارات أساليب التّعلّم ( مستوى الكفاءة لدى كل طالب وطالبة) ووصف المعرفة القبليّة لفن الرواية ، ومفهوم الرواية وعناصرها من حيث الشخصيات والزمان والمكان والأحداث والصّراع والعقدة والحبكة والنّهاية.

## نظرة عامة على الأنشطة والمهام:

نشاط الأدباء الصغار ، فكلّ طالب لابدّ أن يكون قادرًا ومهتمًّا لرواية حكاياته والتّواصل من خلالها بثقة مع محيطه وينقل القصة التي قرأها للجمهور، ليطوّر شخصيته ويشارك الآخرين بما يقرأ، بحيث يتمكن أكثر من التّعرّف 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 اللّغة العربيّة الفصيحة والصّحيحة حيث أنّ المشاركة تُرسي روح الفريق في النفوس وتنمي روح العمل.

## نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء تقييمًا تكوينيًا بعنوان (وسائل الإعلام) و تقييمين نهائيين، تقييم خاص بمعيار (أ) التحليل ، والتقييم الثاني بمعيار (ب) التنظيم و(ج) إنتاج النص، و(د) استخدام اللّغة. كما تمّ إعطاء تقييمًا تشخيصيًا 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

## Communities

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

- Aesthetics
- Innovation and Interpretation
- Globalization and Sustainability (Urban planning)

- Statement of Inquiry :

Aesthetical innovation and interpretation in urban planning

- ATL Skills :

- Communication :  
Use appropriate forms of writing for different purposes and audiences/  
Negotiate ideas and knowledge with peers and teachers/ Take effective notes in class.
- Self- Management (Affective skills) :  
Demonstrate persistence and perseverance./ Practise dealing with disappointment and unmet expectations.

### Month Overview :

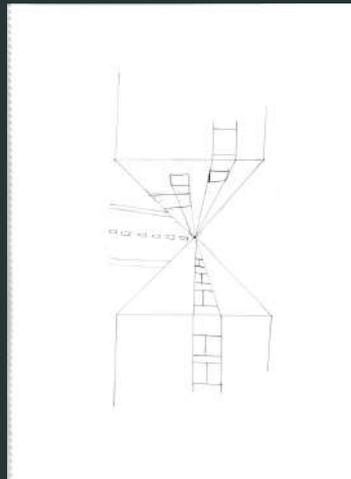
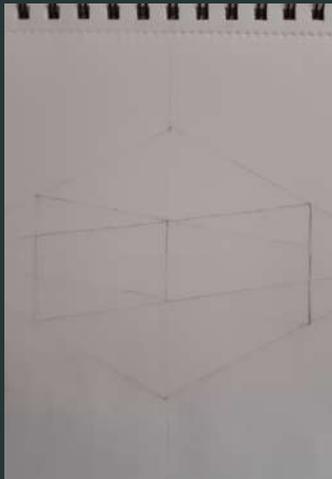
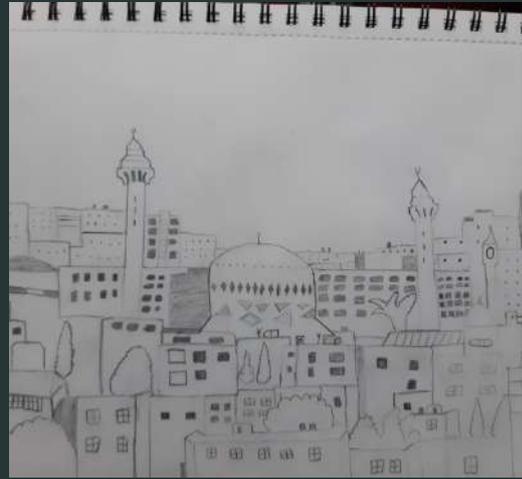
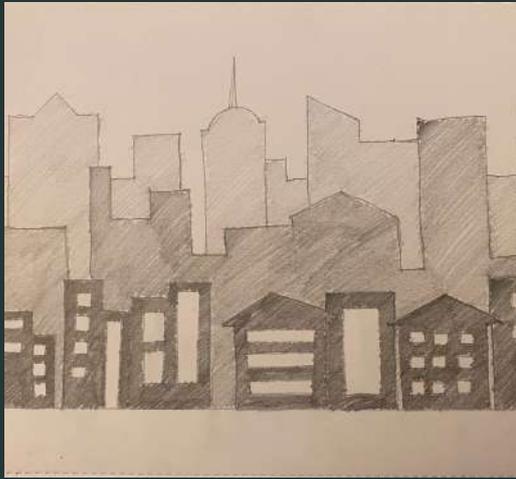
Students are investigating the artistic side of urban planning and how to create interesting site drawings using pencil sketching, inking, and watercolor glazing techniques. This unit will guide the students to create a rounded understanding of past and present sites and how different locations define communities and how they live.

### **Activities and Tasks Overview:**

**A variety of inquiries and investigations will take place throughout this unit. The students started to identify the main parts of urban planning and its different components. As for the technical development, the students are engaged with different technical activities that will help them analyze perspective and how to breakdown cityscape layouts. Students are working on drawing one point, two point and atmospheric perspective studies, using basic pencil and ink sketching.**

### **Assessment Overview:**

**In preparation for this unit's summative assessment, the students will be able to implement all four criteria A (Knowing and Understanding), B (Developing Skills), C (Creative Thinking) and (Responding) in order to establish a well rounded understanding of aesthetical innovation and interpretation in urban planning.**



# DESIGN

## Let's Go Online (Website design)

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

- Communication
- Markets & trends, Collaboration
- Globalization and sustainability (Consumption)

- Statement of Inquiry :

Collaboration and communication enhance consumption by supporting markets and trends.

- ATL Skills :

- Communication Skills:  
Use appropriate forms of writing for different purposes and audiences; Share ideas with multiple audiences using a variety of digital environments and media.
- Social (Collaboration Skills):  
Manage and resolve conflict and work collaboratively in teams.
- Thinking (Creative Thinking Skills):  
Consider multiple alternatives, including those that might be unlikely or impossible.
- Research Skills (Information-literacy)  
Access information to be informed and inform others; Make connections between various sources of information; Present information in a variety of formats and platforms

### Month Overview :

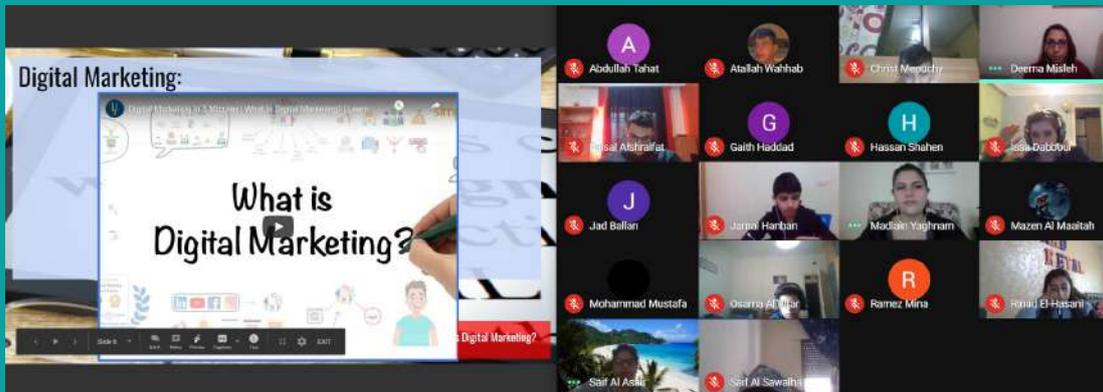
In this month, we started working on our second unit, designing a website, and building on some concepts from Unit 1.

### Activities and Tasks Overview:

During this month, we focused on learning the meaning of the terms we will be working with, in addition to understanding some basics about marketing and learning how to promote products using logos and digital marketing. Activities included matching games, creating logos, and watching and discussing different ideas. The students were also divided into four groups, each shall work on promoting a local restaurant by a website. We also started with HTML coding using Brackets editor.

### Assessment Overview:

Formative assessments were mainly to assess understanding of terminology and presentations to show their choice of business to promote.



# DRAMA

## Greek Theater

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

- Change
- Audience, Presentation and Style
- Personal and Cultural Expression (Creating)

- Statement of Inquiry :

Actors can create new presentation tools to influence the audience and cause a change.

- ATL Skills :

- **Research Skills (Media literacy):**  
Interacting 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.
- **Communication skills:**  
Exchanging thoughts, messages and information effectively through interaction/ Give and receive meaningful feedback/ Use a variety of media to communicate with a range of audiences/ Negotiate ideas and knowledge with peers and teachers.
- **Self-management Skills (Reflection):**  
(Re-)considering the process of learning; choosing and using ATL skills Develop new skills, techniques and strategies for effective learning/ Consider personal learning strategies How can I become more flexible in my choice of learning strategies?

### **Month Overview:**

**This unit focuses on the history of theatre, Mythology, types and structure. They are going to design a new and experimental type of theater that is not common to have the experiment if it can affect audience interest.**

### **Activities and Tasks Overview:**

**We started acting and types of theater presentation where students researched about acting styles and methods. Students started to develop their own theatrical script.**

### **Assessment Overview:**

**A summative assessment will be given at the end of December. It will be about creating a full detailed theatrical script.**

# ENGLISH AND LITERATURE

## Is Laughter the Best Medicine?

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

- Perspective
- Character, Genres and Purpose
- Identities and Relationships (Identity Formation)

- Statement of Inquiry :

Comedies use cases of mistaken identity, comic characters and confusing relationships to give us perspective on life and society.

- ATL Skills :

- Communication Skills:  
Negotiate ideas and knowledge with peers and teachers./ Read critically and for comprehension./ Make inferences and draw conclusions/ Write for different purposes/ Take effective notes in class/ Make effective summary notes for studying.

### Month Overview :

This unit tackles the literary genre of Drama. Students were introduced to Shakespeare's Comedy, Twelfth Night. Throughout this unit, students were expected to read ahead in order to be prepared for the discussions and class activities. In order to make things easier, they were encouraged to read summaries and commentaries of the acts as the language of Shakespeare can be somewhat challenging.

### Activities and Tasks Overview :

Each week, students were introduced to a new act. Students had class discussions and simple activities to help them navigate their way into the play. They also received worksheets that helped them analyse certain scenes in every act. At the end of each act, students were provided with a visual summary so as to help them understand the plot and the dynamics between the characters better. We utilized a Padlet to help cover any gaps in the students' knowledge. At the end of each week, students were focusing on one specific use of Comedy; to heal, to criticize and to enhance.

### Assessment Overview:

Students will start their formative and summative assessments in December.

### Service as Action:

Students will be encouraged to explore ways to utilize the power of Comedy in helping others.

# 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. They had dialogues at restaurants and texts about the most famous francophones desserts.

### **Activities and Tasks Overview (Phase 3) :**

Students had dialogues at restaurants with the server and dealt with some problems. They worked in pairs and invented dialogues at restaurants. They got to know the most consumed foods in the world and the most famous desserts in France. They learned about a character who is open-minded and searched about Arab characters who were considered open-minded. They reflected about the unit, the ATL's that they used on Padlet. We also started a new unit "Do you do sports?" We had a presentation about our unit with the key and related concepts as well as global context. We had our statement of inquiry and the factual, conceptual and debatable questions. They started to talk about their favorite sports. The types of sports: individual and collective sports. They distinguished between "jouer à+faire de" by watching videos and playing games. All lessons had presentations, videos and games to implement what we took and they were posted as resources on Managebac and Google Classroom.

### **Assessment Overview (Phase 3) :**

We will have summative assessments during December covering the new unit.

### **Activities and Tasks Overview (Phase 2) :**

Learners finished working on writing their recipes. Then they identified how to prepare a dialogue at the restaurant and what they would do if they faced a problem "finding a hair in the plate, dirty knife etc.." Then, learners identified how to use the imperative form. All presentations are available on Google Classroom and on Managebac.

### **Assessment Overview (Phase 2) :**

We will have summative assessments during December covering the new unit.

### **Activities and Tasks Overview (Phase 1) :**

**This month we covered topics and competencies such as; school subjects and how to say what's your favourite school subject. They learned about food and drinks and how to express what you like and dislike. We covered verbs of the first groups that end with -er, how to conjugate them and use them. We worked on the listening skills by viewing several videos and listening to several audios related to the topics that we covered in class. They learned how to present themselves in French using more sentences and expressions.**

### **Assessment Overview (Phase 1) :**

**We will have summative assessments during December covering the new unit.**

# INDIVIDUALS AND SOCIETIES

## Where are all the people?

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

- Change
- Equity and Processes
- Globalization and Sustainability (Population and Demography)

- Statement of Inquiry :

The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.

- ATL Skills :

- Research Skills (Information Literacy): Access information to be informed and inform others.
- Thinking Skills (Critical Thinking) : Gather and organize relevant information to formulate an argument / Interpret data/ Draw reasonable conclusions and generalizations

### Month Overview :

This month, we have started our second unit. This unit focuses on the patterns of population change, what processes lead to such change and what can people and government do to ensure equity and sustainability.

### **Activities and Tasks Overview :**

Students learned about the patterns of population growth throughout history. They have examined the three main processes that lead to change in population patterns. They have also explored the use of the Demographic Transition Model, and developed an understanding of the value and limitations of graphs, models and pyramids as sources of information. Students were working on debate that discusses the role of government in maintaining population numbers.

### **Assessment Overview :**

Students will start their formative and summative assessments in December.

# MATHEMATICS

## Triangles; Principles, processes and solutions

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

- Relationships
- Generalization and Quantities
- Scientific and Technical Innovation (Processes and Solutions)

- Statement of Inquiry :

Generalizing relationships between quantities can help develop processes and solutions.

- ATL Skills :

- Thinking Skills (Critical Thinking):  
Test generalizations and conclusions.
- Communication Skills:  
Give and receive meaningful feedback

### Month Overview :

This month, we finished everything related to the first unit. Then, we started with the second one which is called (Triangles; Principles, Processes and Solutions). Here students will learn about some principles related to the right angled triangle and then they will use them in solving some problems.

### **Activities and Tasks Overview :**

**We started this unit by defining the difference between the axiom and the theorem. Students had an investigation to prove the Pythagoras theorem. Then, they watched some other videos that help in visual proofing. They started applying the theorem in solving some problems in context, some of them individually and others in a group activity.**

### **Assessment Overview :**

**Students had finished summative assessment criteria A (Knowing and Understanding), C (Communicating) and D (Applying Mathematics in Real-life Contexts) for the previous unit. They are having some pieces of homework as a formative assessment criterion A.**

# 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. After finishing the previous worksheet another one was provided to students that contained 4 lines with random notes on treble clef, they also learned three new notes (D5, E5, F5) how to read it and sing it using the piano application. Also they played a game conducted by the teacher that showed random notes and they were asked to find the name of the note and play and sing it. This activity is to improve the reading skills and the singing intonation correctly.

### Assessment Overview :

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

# PHE

## Jump High, Run Faster

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

- Change
- Environment,Adaptation
- Orientation in space and time; Exchange and interaction

- Statement of Inquiry :

Players adapt to changing environments and challenges to enhance movement and develop the interaction speed.

- ATL Skills :

- Communication Skills: solve problems set infamiliar and unfamiliar situations/ give and receive meaningful feedback.

### Month Overview :

This unit focuses on the track and field events as well as running and jumping exercises and drills to develop skills and movement techniques.

### Activities and Tasks Overview:

Students went through the unit overview and statement of inquiry and answered in groups the inquiry questions. Students watched a video on the track and field events and they learned the types of the events. Students researched the rules of the game and they started working on powerpoint slides talking about track and field events and rules.

### Assessment Overview:

Students will do a formative assessment in Criterion A (Knowing and Understanding) where they will practice an oral presentation about the track and field events and rules.

# 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 investigated variation in living organisms and the features that each kingdom has. Learners explored how dichotomous keys work to find out the binomial name of living things given some of their features. Students are exploring relationships of living organisms to each other and their environment and how that affects their unique way of adaptation. In addition, 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, focusing on plants and animal kingdoms, according to morphology and anatomy. They explored the Binomial Name Classification system that we use nowadays for naming animals and plants. In addition, students learned about dichotomous keys and the correct way of using them throughout games and different activities. Learners explored plant nutrition and transportation using plants simulations websites that provide the learner with all the information, variables and data needed for observing the changes that occur during these life processes in plants. Learners are introduced to the structural and behavioral adaptation in both plants and animals, in different environments.

### Assessment Overview:

Students are practicing formative assessment in 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 to limit genetic modification ethically in our community.

# ATL

## Approaches to Learning

### • ATL Skills: (Research)

#### Research Skills (Information Literacy):

- Create references and citations
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Collect, record and verify data.
- Understand and use technology systems.

#### Thinking Skills (Critical Thinking):

- Evaluate evidence and arguments
- Recognize unstated assumptions and bias.

### • ATL Skills: (Counselling)

#### Self-Management Skills (Affective): Mindfulness Awareness

- Practice focus and concentration
- Practice strategies to develop mental quiet
- Practice strategies to overcome distractions

#### Communication Skills:

- Give and receive meaningful feedback.
- Use a variety of media to communicate with a range of audiences.
- Interpret and use effective modes of non-verbal communication.
- Negotiate ideas and knowledge with peers and teachers.
- Share ideas with multiple audiences using a variety of digital environments and media.

### **Announcement:**

In this month, year 3 had two ATL classes, one of them was on their timetable where they worked out on their research skills using the ATL, this class has been conducted by Ms. Noor Snobar with the coordinator Ms. Armineh. They also started to take another ATL counselling class, till it became officially on their timetable, where Ms. Renad Jaber the counselor conducted the class from the English account with Ms. Rawan Madanat.

Now starting from the end of November year 3 and year 4, are having this class (ATL/ Counselling) officially on their timetable.

### **ATL/ Research:**

For this month, students were required to evaluate the sources that they used. They learned how to recognize biased assumptions, and reliable vs unreliable sources of information. Continuing with what they took previously, students were required to gather and process information, as well as create references and citations. At the end of each lesson, students are required to write a reflection, taking into consideration their strengths and weaknesses, as well as evaluating what they have learned.

### **ATL/ Counselling:**

For this month two main areas were focused on Self-care and Communication. Starting with Self-care students were provided a session that focused on different methods in which they can focus on their well-being and to take better care of themselves as well as the people around them. Another area focused on during this month was Communication where students had an opportunity to teach different skills to their classmates as well as learn skills. This was done to give students an opportunity to be introduced to different skills that can help them in making use of their time after school and to also have the opportunity to share their knowledge with others.