

COLLÈGE DE LA SALLE FRÈRES

MYP NEWSLETTER
2020 / 2021

YEAR 3

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ARABIC LANGUAGE

عندما يتجاوز الواقع الخيال

- التّواصل
- مكان أو زمان الأحداث / الشخصيّة.
- التّوجّه من حيث الزّمان والمكان (التّشرييد)

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السّيّاقات العالميّة
- والاستكشافات :

يتواصل الأديب مع المجتمع من خلال رسم الشخصيّات التي تتأثّر بالسّيّاق التّاريخي ونقاط التّحول لإيصال رسالته.

- جملة البحث والاستقصاء :

المهارات التعاونية:
تبادل الأفكار والرسائل والمعلومات بفاعلية عبر التّفاعل. تفسير أنماط التواصل غير الشّفهي واستخدامها استخداماً فعالاً. استخدام الصّيغ الملائمة للكتابة لأغراض وجمهير مختلفه.

- مهارات أساليب التّعلم :

مهارات التّفكير ، نقل المهارات: استخدام المهارات والمعرفة في السّيّاقات المتعدّدة: عمل الروابط بين مجموعات المواد الدراسية والفروع المعرفية.

الجمع بين المعرفة والفهم والمهارات لعمل المنتجات أو وضع الحلول.

نظرة عامة على الوحدة :

الانتهاء من عرض المحور الأول: مدخل إلى فن الرواية (رواية رجال تحت الشّمس للكاتب الفلسطيني غسان كنفاني) من حيث مفردات الوحدة ومهارات أساليب التّعلم والتقييم الذّاتي لمهارات أساليب التّعلم (مستوى الكفاءة لدى كل طالب وطالبة) ووصف المعرفة القبيلية لفن الرواية، ومفهوم الرواية وعناصرها من حيث الشخصيات والزمان والمكان والأحداث والصراع والعقدة والحبكة والتهايا. الانتهاء من المحور الثاني: التّحليل الأدبي للرواية من حيث المقدمة: التعريف العام لفن الرواية وجو النّص و التعريف بكاتب الرواية ثم العرض وتحليل القضية بدءاً بالجمل المفتاحية: لكل رواية قضية أساسية يسعى الكاتب لإيصالها للقراء، ثم العنوان والذي يشكّل العتبة الأولى للنص الأدبي ويساهم في دلالات النّص واستكشاف معانيه، والشخصيات الرئيسية والتي تُعتبر حجر الزّاوية، و الشخصيات الثانوية ، ثم الحبكة مجموعة الحوادث المترتبة ترتيباً زمنياً لشدّ القارئ وتشويقه، والصراع وتصاعد أحداث القصة، والسرد وهو نقل الأحداث على لسان الرّاوي وال الحوار الخارجي والذي يقوم على المشافهة بين شخصين، والحوار الداخلي، والوصف والذي يُعدّ صورة مبدئية للبيئة والشخصيات، وأخيراً الخاتمة التي تضمن رأي الطلبة الشخصي.

نظرة عامة على الأنشطة والمهام:

نشاط تنظيم المقالة التحليلية لرواية رجال في الشمس، وعرض التحليل ومناقشته أمام الضيف: الصحفي الفلسطيني "نزار حبس" الذي انضم للحصة، فقد ناقش الطلبة تحليلهم ونقلوا رسالتهم له، وبعد الاستماع لهم حدّثهم عن الواقع الفلسطيني تحت الاحتلال من حيث معاناة الصحفيين في البحث عن الحقائق وواقع الاحتلال المريض في بناء المستوطنات والحواجز.

نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تم إعطاء التقييم التكويني بعنوان (كيف أنّظم مقالتي التحليلية لرواية رجال في الشمس؟) و التقييم النهائي الخاص بمعيار (أ) التحليل، ومعيار (ب) التنظيم و معيار (ج) إنتاج النص، و معيار (د) استخدام اللغة .

الخدمة والعمل:

تم شرح ومشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة. إثارة تفكير الطلبة لإيجاد طرق لمساعدة اللاجئين والمشردين والمهجّرين من العرب.

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 :

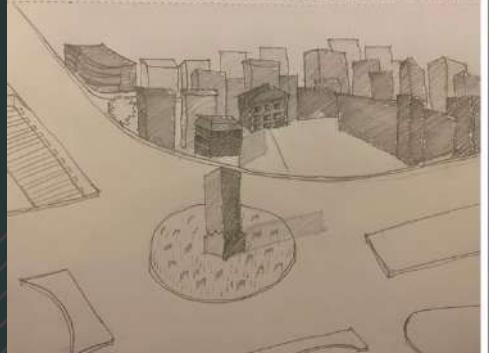
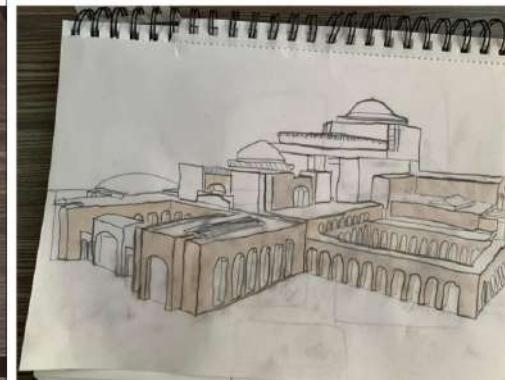
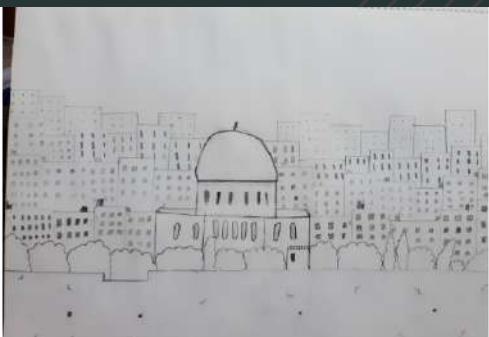
Students are investigating the artistic side of urban planning and how to create interesting site drawings using pencil sketching, inking, and watercolor glazing techniques. During the end December, students started to create their own artworks inspired by past and present sites and how different locations define communities and how they live as part of their summative assessment submission.

Activities and Tasks Overview:

A variety of inquiries and investigations took place throughout this unit. The students analyzed different images into one point, two point and atmospheric perspective. They also developed an experimentation sheet of different watercolor techniques, such as wet on wet, glazing and dry brush. Those techniques will allow them to present their final project for the summative using basic pencil sketching for the old site drawing and a colored version of the same setting in the present time using watercolor.

Assessment Overview:

Students were able to implement all four criteria A (Knowing and Understanding), B (Developing Skills), C (Creative Thinking) and D (Responding) in order to establish a well rounded understanding of aesthetical innovation and interpretation in urban planning. The students documented the development of the project taking pictures of the different milestones during this experience.



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 these two months, we continued working on our second unit, designing a website, and learning HTML coding to help with the digital design of the site.

Activities and Tasks Overview:

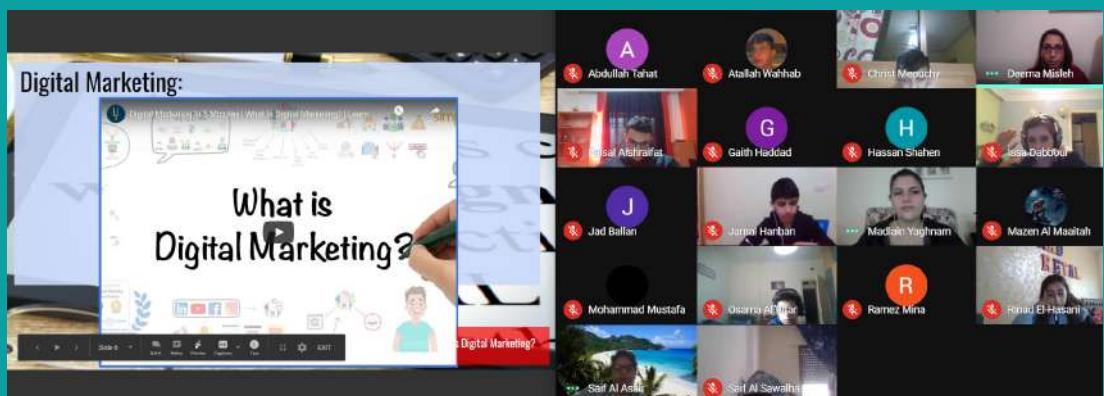
We focused on learning how to create our design using HTML coding. The students learned different key codes and their variations as used in HTML. They also performed team tasks and took on roles to create different parts of code. We also studied the different designs of websites and how information is arranged to convey concepts and ideas.

Assessment Overview:

Formative assessments were mainly to assess understanding of HTML coding and team work. The summative assessment was mostly individual work based on their group activity where each was required to create a page to promote their selected business.

Service As Action :

The students selected restaurants from their local community affected by the pandemic and started building their work around the information they accumulated to help promote these businesses. They learned how to use their knowledge in coding and design and marketing to help promote and boost consumption for these businesses.



DRAMA

Advanced Acting

- 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 :

- 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 skillsDevelop 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 as well as acting with a style. Students are going to design a new and experimental type of theater that is not common.

Activities and Tasks Overview:

We started acting and learning about the types of theater presentations where students researched about acting styles and methods. Students started to develop their own theatrical script, learning how to put their own point of view as an artist to affect the audience.

Assessment Overview:

A summative assessment was about showing their own point of view as an artist and stage performer in a specific given case.

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 :

During the last two months, we finalized the play. Then, we moved on to the writing skill; Soliloquies.

Activities and Tasks Overview :

Students had several analytical tasks towards the end of the unit in order to grasp the skill as well as the play better. After that, we moved on to the writing skill. Students followed with a powerpoint presentation to identify the elements of the writing skill. Then, they started writing their own soliloquies.

Assessment Overview:

Students had two formative assessments. The first one focused on the writing skill (Criteria B and D) whereas the second focused on the analytical skills (Criteria A and C). Students also had two summative assessments covering the same skills and the same assessment criteria.

Service as Action:

Students had several great ideas on how to help people who suffer from mental illnesses. As a result, we decided to combine all their ideas into one place. Subsequently, students have created a Google Sites, which can also be found on our School's website, in order to promote mental health in their community.

FRENCH LANGUAGE

Do you do sports?

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

- Connections
- Conventions, Function and Purpose
- Personal and Cultural Expression (Practice and Competency)

- Statement of Inquiry :

The purpose of sports activities and skills aim to develop our physical and spiritual well-being.

- ATL Skills :

- Communication Skills : Give and receive appropriate feedback. Read with a critical mind and with the aim of making sense.
- Thinking Skills (Creative Thinking) : brainstorm and use visual schemes to generate new ideas and research.
- Thinking Skills (Critical Thinking) : draw reasonable conclusions and generalizations.
- Self-management (Reflection) : Consider content: What did I learn today? What yet I don't understand? What questions do I have now?

Month Overview :

Students discovered many individual and collective sports. They explored the importance of doing sports and the influence of sports on our personalities.

Activities and Tasks Overview (Phase 3) :

Students had “Pulse Meters” to express their feelings during lessons. They continued to explore new vocabulary about sports by examining new qualities for sporty people and what every sport needs as equipment. They watched videos on several sports and shared their ideas amongst themselves. They wrote and talked about their favorite sport. They got to know the parts of the body. They learned some posture to do yoga and did some of these during the lesson. They read texts about sports and health. They looked for some Francophone sports. Also, they explored some winter sports and the rules for playing football. They had some information about Olympic games and IB learner profile, Balanced. They searched for information about a famous football player. 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 had a summative assessment in December in Criterion C (Speaking) and Criterion D (Writing). On January the 7th , we had a summative assessment in Criterion A (Listening).

Service as action (Phase 3) :

Students did their “service as action” for the previous unit for obese people. They prepared dishes for them for the whole day. As a service as action for this unit, students explored the effect of sport on personalities. They wrote some advice for the community to encourage them to do sport. They also did reflection on this service.

Activities and Tasks Overview (Phase 2) :

Learners started working on a new unit “Do you do sports?” by analyzing the statement of inquiry along with the Key and Related Concepts. Then, they searched different new vocabularies and explored the different types of sports that a person can practice and how sports can be played individually or in teams. Learners also discovered the difference between “verbe faire” et “verbe jouer” and they shared which sports they prefer and how many times a week they practice.

Assessment Overview (Phase 2) :

We had a summative assessment in December in Criterion D (Writing). On January the 7th, we had a summative assessment in Criterion A (Listening) and Criterion C (Speaking).

Service as Action (Phase 2) :

Learners worked to help their community by coming up with a service to help people who suffer from obesity by preparing a balanced diet in French for them.

Activities and Tasks Overview (Phase 1) :

In the past two months, learners practiced a lot of reading in order to improve their pronunciation and understand new vocabulary. Learners talked about their favorite food after learning new vocabulary about food. Regarding grammar topics we finished the present tense with the 1st, 2nd and 3rd groups of verbs and we started talking about the past tense.

Assessment Overview (Phase 1) :

Learners had three summative assessments, Criterion A (Listening), C (Speaking) & D (Writing).

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 :

During the last two months, we finalized the unit and we focused on the general gaps in students' knowledge regarding I&S elements.

Activities and Tasks Overview :

Students had a series of lessons where we paid closer attention to certain elements of the I&S subject. Some of the topics included, Formulating Research Questions, Creating Action Plans, Understanding the Assessment Criteria, Citing and Evaluating Sources. All these guides can be found in their Google Classroom accounts as well as Managabac folders.

Assessment Overview :

Students had their formative assessment where they worked in pairs to research two different issues facing populations all around the world. This formative assessment tackled all criteria. As for the summative assessment, it will also be a research project and it will be due on January 14th, 2021.

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 :

During this unit students learned about different principles that are related to triangles, especially the right angled triangles. We focused on pythagoras, trigonometric ratios and the similarity between triangles.

Activities and Tasks Overview :

Students continued using the pythagorean theorem to complete an investigation that measures the shortest distance between any two points on the grid plane. Then, students started to practice using mathematical languages to prove similarity between triangles and use the principle of similarity to solve some problems such as finding a missed length of any side. The last part of the unit was about trigonometric ratios, where students will use these ratios for right angled triangles to find either a missing side or angle. Students solved some questions in a group work and then they practiced Communication Skills (give and receive meaningful feedback) by checking others' work.

Assessment Overview :

Students had some formative assessments as homework and classwork for all the criterias, but they had summative assessments for only criterion A (Knowing and Understanding) in a class session and criteria C (Communicating) and D (Applying Mathematics in Real-life Contexts) together as an experiment.

MUSIC

Beats clapping

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

- Identity
- Interpretation and representation
- Personal and Cultural Expression (Practice and Competency)

- Statement of Inquiry :

Musicians can represent beats through different interpretations which helps them show their identity competently

- ATL Skills :

- Thinking Skills : Innovation and Analyzing
- Self-Management Skills : Practice and Self-motivation

Month Overview :

In the last two months we have covered the following topics:

- the different shapes of notes.
- the value of each one.
- understanding the beats tempo and the right way to clap each shape based on the value of it.

Activities and Tasks Overview :

After watching videos talking about the beats and the right way to clap each note and different values of beats, the students tried to clap different exercises that include random shapes and beats in order to improve their skills in understanding the connection between the beat and the value of the beat.

Assessment Overview :

Students will be assessed summatively at the end of this unit. The summative will divided as the following:To compose at least 8 bars using different shapes of notes and each bar should contain 4 beats per bar then to record a video that shows the students clapping their own composition.

PHE

Jump High Run Faster (Track & field)

- 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 :

- Research Skills (Information literacy) :
Students must present information in a variety of formats and platforms.
- Reflection :
Students must develop new skills.

Month Overview :

The last two months, we continued our unit on track and field. Students learned the rules and the events of the track and field. Students examined how changing environments and challenges to enhance movement and develop the interaction speed.

Activities and Tasks Overview:

Students worked on making a plan on how to improve and develop their jump and speed. We watched a video about the important muscles they need to work on to improve their skills.

Assessment Overview:

Summative Assessment in Criterion A, students made a powerpoint presentation talking about the basic rules of the track and field. Summative Assessment in Criterion B, students made a plan to enhance speed and jumping skill and identify what are the important muscles to improve these skills. Summative Assessment in Criterion D, students reflected on their plan and evaluate their performance.

SCIENCE

Looking after Ourselves

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

- Systems
- Consequences and Function
- Identities and Relationships (Health and well-being)

- Statement of Inquiry :

The lifestyle choices we make in adolescence can have physical, social, and emotional health consequences that affect our body systems and organs' functions whether immediately and in the future.

- 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 strategies and take action to achieve personal and academic goals.
- Reflective Skills :
Develop new skills, techniques and strategies for effective learning.
- Thinking Skills (Critical-thinking) :
Draw reasonable conclusions and generalizations.
- Information literacy skills :
Collect, record and verify data

Month Overview:

In this unit, students investigated their body's systems and their functions. Learners explored the purposes of each body system that can help in making better decisions throughout their life. Students learned about reproduction and changes during puberty as they need to know the importance of physical, social and emotional health. Learners investigated how what they eat affects their health in addition to the value of exercise.

Activities and Tasks Overview:

Students were introduced to different body systems and organs included in each system in addition to their functions and their role in human daily activities. Learners explored the differences and similarities between male reproductive system and female reproductive system and changes that occur during puberty. In addition, we revised each body system and its function throughout games and online worksheets. Also, we explored the importance of physical, social and emotional health. Moreover, learners investigated how drugs and alcohol would affect the human body organs function physically and mentally.

Assessment Overview:

Criterion A (Knowing and Understanding) is being practiced formatively and summatively during classes.

Service as Action:

Students are spreading awareness of taking care of their health, diet and being balanced, making adolescent years less challenging.

ATL

Approaches to Learning

- ATL Skills:
(Counselling)

Lesson (Time Management)

Organization Skills:

- Plan short-and long-term assignments; meet deadlines.
- Set goals that are challenging and realistic.
- Plan strategies and take action to achieve personal and academic goals.
- Use appropriate strategies for organizing complex information.

Lesson (Learning Styles)

Reflection skills:

- Develop new skills, techniques and strategies for effective learning.
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies.
- Consider personal learning strategies.

- ATL Skills:
(Research)

Research:

- Identify primary and secondary resources.
- Create references and citations.
- Understand and implement intellectual property rights.

Thinking:

- Evaluate evidence and arguments.

ATL/ Counselling :

For the month of December, two main areas were discussed; Time management and Learning styles. Starting with Time management, students were given a few classes that focused on different time management methods, prioritizing, and setting goals. Also, all students were provided with the opportunity to discuss and share their own daily planner. Another area focused on during this month was Learning styles through this topic students had an opportunity to discover what type of learner they are and what study methods can help foster their learning style.

ATL/ Research :

This month, students went in-depth into differentiating between different types of resources as well as evaluating them. They learned the difference between primary, secondary and tertiary resources. Students also had the opportunity to renew their knowledge with the OPVL which is used to determine the validity of a resource. Not only that, but students also practiced citing different kinds of resources, from websites, to encyclopedias, to videos among others, which naturally resulted in a better understanding of the school's Academic Honesty policy.