

**La Salle**

**MAY / JUNE EDITION**

**COLLÈGE DE LA SALLE FRÈRES**

**MYP**NEWSLETTER  
*2020/2021*

**YEAR 3**

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# ARABIC LANGUAGE

## مجالات الإبداع وتأثيراتها في حياتنا

- الروابط
- الغرض - الأسلوب - وجهة النّظر
- الانصاف والتطویر ( الحریة )

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- التّنبيقات العالمية
- والاستكشافات :

حيّتنا تكمنُ في قدرتنا على التّعبير عن وجهة نظرنا بأسلوب يهدف إلى حفظ الروابط بيننا وبين من يخالفنا الرأي

- جملة البحث والاستقصاء :

- المهارات الاجتماعية: المهارات التعاونية: العمل بفاعلية مع الآخرين. الاستماع استماعاً فعالاً إلى وجهات نظر الآخرين وأفكارهم.
- مهارات إدارة الذات: المهارات العاطفية: المرونية . ممارسة التعامل مع خيبة الأمل والتوقعات التي لم تتحقق.

- مهارات أساليب التّعلم :

### نظرة عامة على الوحدة :

الانتهاء من الوحدة الرابعة: التعريف برواية "بائعة الخبر" للكاتب الفرنسي (كاوفيه دي مونتايين)، والأساليب الأدبية المستخدمة فيها وتحديداً الوصف العام للرواية وتلخيص أهم الأحداث فيها والإجابة عن أسئلة الفصول من الفصل الأول إلى الفصل الرابع والأربعين، وكتابة الخطاطة السردية لكل الفصول. تم معالجة الرواية من العنوان إلى النهاية من حيث رسالة الكاتب والقضية الرئيسية التي طرحتها، تحليل الشخصيات الرئيسية والثانوية والمشهدية والغائية، مع تحديد نوع الشخصية ثابتة أو نامية، وأبعاد الشخصية (الخارجي والداخلي والاجتماعي) والدالة الرمزية للشخصية أو الفئة التي تمثلها. بالإضافة إلى الحبكة المحكمة والمفكرة من البداية إلى الحوادث الصاعدة وصولاً للذروة فالحدث النازل، فالحل والنهاية، كما تم دراسة الوصف وال الحوار الداخلي والخارجي و تحديد نوع الزاوي: الداخلي والخارجي وتحليل السرد بأنواعه السرد المستقيم، والسرد باستخدام الاسترجاع الزمني، والسرد باستخدام الاستباق، والسرد باستخدام الوثائق، والصراع الخارجي بين الشخصيات والداخلي بين الشخصية ونفسها. بالإضافة إلى ذلك تم التركيز على دراسة القواعد النحوية الخاصة بالفاعل والمفعول به والضمائر وحروف الجر والمضاف والمضاف إليه، ظروف الزمان والمكان والأسماء الخمسة .

## **نظرة عامة على الأنشطة والمهام:**

شارك الطلبة بعدة أنشطة بعد مشاهدة الروابط المحددة الخاصة بالرواية، ومقارنتهم بين قدرة الصورة وقدرة الكلمة على إيصال الفكرة لاستذكار كلّ ما يدرس عن الرواية من العناصر والأساليب المستخدمة، مع الربط بينها وبين السياق العالمي وجملة البحث والاستقصاء، بالإضافة إلى الاستعانة بالخبرات السابقة في التمييز بين الشخصية النامية والشخصية الثابتة وكتابه تعليق على أسلوبى الحوار والوصف في الرواية ومناقشة القضايا التي تطرحها مع تدعيم الإحابات بالأمثلة وربطها بالواقع المعاصر والتدرّب على الخطاطة السردية وهي كتابة ملخص قصير جدًا على شكل نقاط وليس على شكل فقرة، يتم فيها ذكر أهم الأحداث التي وردت في الرواية.

## **نظرة عامة على التقييم - التقويمات التكوينية والختامية:**

قام الطلبة بتشكيل عرض لاستجابة أدبية بالرجوع لخطوات كتابة الاستجابة مع ذكر الأدلة على العناصر المطروحة. و تم إعطاء تقييم تكويني خاص (بالمقالة الإنقاعية)، حيث قام الطلبة بكتابة مقالة إنقاعية مستخدمين المخطط التنظيمي، بحدود 300-250 كلمة. بالإضافة إلى التقييم النهائي الخاص بمعايير (أ) التحليل ومعيار (ب) التنظيم ومعيار (ج) إنتاج النص، ومعيار (د) استخدام اللغة.

# VISUAL ART

## Storyboard

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

- Communication
- Interpretation and Representation
- Personal and Cultural Expression (Artistry)

- Statement of Inquiry :

Communication can be interpreted through various representations

- ATL Skills :

- Communication Skills → Use intercultural understanding to interpret communication./ Use a variety of media to communicate with a range of audiences.
- Thinking Skills (Creative-thinking) → Apply existing knowledge to generate new ideas, products or processes.
- Social Skills (Collaboration) → Make fair and equitable decisions./ Manage and resolve conflict, and work collaboratively in teams.

### Month Overview :

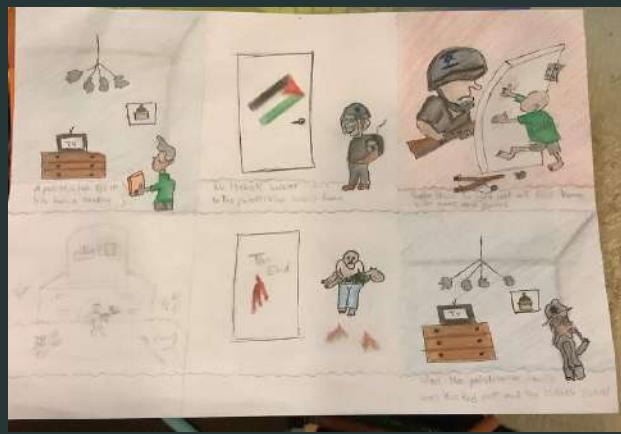
In this unit, students were able to understand how to visualize a script of a story and represent it visually to the audience as scenes in a storyboard using drawing techniques and knowledge in character design.

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

**Formatively** during different sessions each student chose either a book, a play or a movie as reference in preparation for their final storyboard. Then, they started to analyze the main characters in the story and their main characteristics in order to be able to draw the character in different positions. Students were also introduced to the importance of color moods within a storyboard and how it affects the general vibe and mood of the story choice. Characters were depicted according to their metaphor, using specific geometric structures, for example; rounded forms and shapes portray a positive character.

### **Assessment Overview:**

The students worked on their summative storyboard providing a cohesive scenario of 5 scenes in draft and were finalized with colored mediums. The color mediums were either watercolor or colored pencils. 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

## From This to That

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

- Systems
- Form and Function
- Identities and Relationships (Lifestyle Choices)

- Statement of Inquiry :

Lifestyle choices result in Forms with Functional Systems

- ATL Skills :

- Communication (Communication): Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Research (Information literacy skills): Process data and report results
- Thinking Skills (Critical Thinking): Practise observing carefully in order to recognise problems; Use models and simulations to explore complex systems and issues
- Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries; Design improvements to existing machines, media and technology.

### Month Overview:

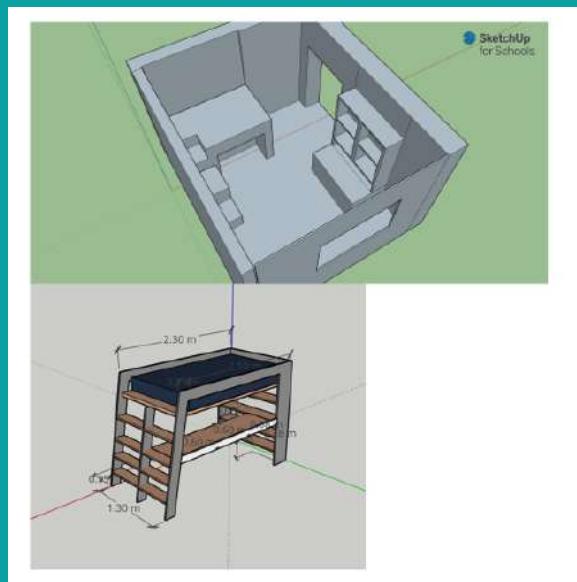
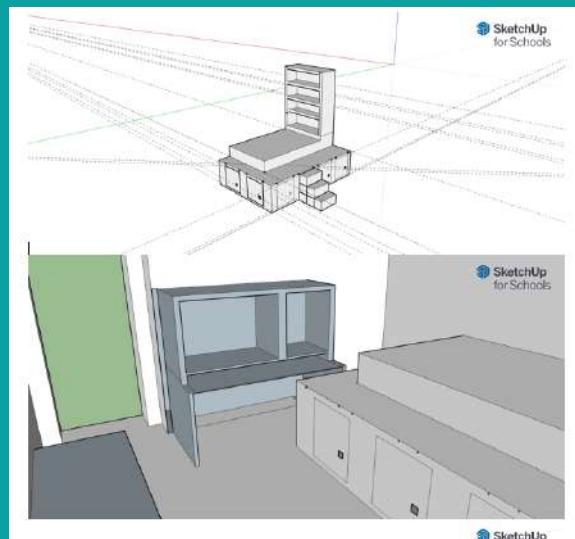
During this month, we worked on the second product design unit to design space saving furniture which will combine two units with different functions in their room and make more space to be used for other things.

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

The activities for this month were mainly to understand the proportions of the space they have and how to maximize it. We researched the benefit of space saving furniture and how extra space can be useful. The students worked on drawing their own room in Sketchup and decided which two furniture units to combine. Skills learned included measuring, drawing layouts, sketching, and using sketchup.

### **Assessment Overview:**

Formative assessments included both authentic and traditional tasks to understand terms and skills such as creating action plans, creating simple test methods, and understanding command terms, in addition to research. Summative task for this unit was done for all objectives, with the aim to design and create a digital model for space saving furniture using sketchup, and to set it up in the room.



# **DRAMA**

## **Settings “Modelling”**

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

- Aesthetics
- Expression and Innovation
- Fairness and Development (Human Capability and Development)

- Statement of Inquiry :

We have the capability to travel to other worlds by innovating expressive scenes.

- ATL Skills :

- Social Skills (Collaboration) → Working effectively with others/ Help others to succeed
- Self-management Skills (Affective) → Managing state of mind/ Self-motivation/ Practise managing self-talk

### **Month Overview:**

**Our second unit of the second term talks about modelling, set design and the way to create a rough cut model for the production design before applying the plan on a real stage as we stay connected with the previous unit (the art of dialogues).**

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

**Students started to research modelling and how to create a minimised model for a production design. They also started creating models according to the dialogues they wrote in the previous unit.**

**Assessment Overview:**

**Students had their formative assessments where they worked in small groups and individually on research and auditioning. Students took their final assessment about how to design a model and researched set design.**

**Service as Action:**

**Students explored how modelling can show the limit of human innovation and capability.**

# ENGLISH AND LITERATURE

## Can We Guess What The Future Holds?

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

- Creativity
- Context, Genre and Setting
- Orientation in Space and Time (Turning Points and Big History)

- Statement of Inquiry :

The genre of science fiction can subvert our notions of space and time by creatively using futuristic settings to explore anxieties about our immediate and future contexts.

- ATL Skills :

- Communication Skills → Read critically and for comprehension/ Make inferences and draw conclusions/ Write for different purposes/ Make effective summary notes for studying
- Social Skills (Collaboration) → Working effectively with others
- Research Skills (Information literacy)- → Finding, interpreting, judging and creating information/ Access information to be informed and inform others
- Thinking Skills (Critical thinking) → Analysing and evaluating issues and ideas/ Gather and organize relevant information to formulate an argument/ Evaluate evidence and arguments/ Draw reasonable conclusions and generalizations

### Month Overview :

Our new and final unit of the year focuses on the genre of Science Fiction. Through reading several short stories, students will understand how this genre helps critique human nature and the human experience.

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

**Students analyzed the deeper uses and meanings of the science fiction genre through reading their assigned short stories. They were able to examine how this genre helps show the truth about human nature, predict and envision future events as well as critique societies and individuals. Students used their knowledge and analysis of the genre to express their own thoughts in personal blogs.**

### **Assessment Overview:**

**Formative assessments were ongoing throughout the unit whether written or oral. Our formal formative assessment covered their skills in writing a personal blog in preparation for the final summative assessment. Both assessments covered all criteria.**

# FRENCH LANGUAGE

What are your favourite hobbies?

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

- Creativity
- Context and Meaning
- Personal and Cultural Expression (Ritual and Play)

- Statement of Inquiry :

Creative hobbies and rituals in different contexts can add meaning to our lives.

- ATL Skills :

- Critical thinking skills: Draw reasonable conclusions and generalizations. Gather and organize relevant information to formulate an argument.
- Creative thinking skills: Apply existing knowledge to generate new ideas, products and processes. Use brainstorming and visual diagrams to generate new ideas and inquiries .
- Research Skills( Information literacy skills) : Access information to be informed and to inform others. Use memory techniques to develop long-term memory.
- Communication Skills →read critically and for comprehension . Use intercultural understanding to interpret communications. Make inferences and draw conclusions. Write for different purposes.. Give and receive meaningful feedback.
- Collaboration skills: Give and receive meaningful feedback.
- Transfer skills: Apply skills and knowledge in unfamiliar situations.

### **Month overview:**

**Students explored different hobbies that all youth can do. They also compared what we do for leisure activities with other cultures.**

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

**Students explored new hobbies around the world. They enjoyed watching videos, reading texts and taking notes about leisure time. They got to know different musical instruments. They listened to some francophone songs and enjoyed them. They got to know how to write a letter and wrote one to their friend talking about their hobbies. They observed and reflected on some photos. For grammatical topics, they compared verbes “jouer et faire” with hobbies and they got to know simple relative pronouns. All the resources are uploaded on both Managebac and Google Classroom.**

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

**Summative assessment was done on the 3rd of June in Criteria A “Listening”, B “Reading” and D “Writing” .**

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

**Learners started the new unit “what are your hobbies” where they identified the hobbies that they like to practice individually, in pairs or in groups. After that, they compared the hobbies that were practiced by their ancestors and the hobbies that they practice now. As for the grammatical part, learners discovered the difference between “verbe faire et verbe jouer”.**

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

**Summative assessment was done on the 3rd of June in Criteria A: “Listening”, and B: “Reading”.**

# INDIVIDUALS AND SOCIETIES

## What is Culture?

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

- Time, Place and Space
- Culture and Identity
- Personal and Cultural Expression (Philosophies and ways of life)

- Statement of Inquiry :

Culture, which forms a part of our shared identity with others, is often dependent on time, place and space and can be expressed in many ways.

- ATL Skills :

- Communication Skills → Organize and depict information logically
- Thinking Skills (Critical thinking) → Analysing and evaluating issues and ideas/ Gather and organize relevant information to formulate an argument/ Draw reasonable conclusions and generalizations/ Consider ideas from multiple perspectives
- Thinking Skills (Creative thinking) → Generating novel ideas and considering new perspectives/ Use brainstorming and visual diagrams to generate new ideas and inquiries
- Thinking Skills (Transfer) → Utilizing skills and knowledge in multiple contexts/ Apply skills and knowledge in unfamiliar situations

### Month Overview :

Our final unit for the year focused on culture in all its shapes and forms. Students examined, explored and analyzed the different aspects of culture they never considered before.

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

**Students dug deeper into this unit by examining the terms; multiculturalism and assimilation. They explored some of the factors that cause cultures to shift and change and analysed the various consequences of cultural change. Finally, students explored a case study on a unique cultural festival that combined different cultures.**

### **Assessment Overview :**

**Students had several ongoing oral and written formatives. However their formal one focused on the Cultural Heritage Preservation Project by UNICEF. This formative assessment prepared the students for their final summative assessment that covered all criteria.**

# MATHEMATICS

## Linear Systems

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

- Relationships
- Representation and Models
- Fairness and Development (Social Entrepreneurs)

- Statement of Inquiry :

Representing relationships with models can promote and support social entrepreneurship.

- ATL Skills :

- - Communication Skills → Negotiate ideas and knowledge with peers and teachers
- - Social Skills (Collaboration) → Help others to succeed

### Month Overview :

In this month, students studied methods of solving simultaneous linear relationships. They were able to study cases by modeling and presenting some real life situations related to social entrepreneurship.

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

**During this unit, students expanded their knowledge about linear equations. They were able to find a solution for a system of linear equations by three main methods; graphing, elimination and substitution. They also learned through a formative investigation, about three types of linear systems. They practiced many real life situations, some about business management where they introduced equations of cost and revenues as well as break even points.**

### **Assessment Overview:**

**Students practiced Criterion A (Knowing and Understanding) formatively during classes and through worksheets and activities. They also had one formative assessment in Criterion B (Investigating Patterns). They were summatively assessed in both Criteria A at the end of the unit.**

# MUSIC

## Instrument Performance (Recorder)

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

- Aesthetics
- Play and Expression
- Identities and Relationships (Motivation)

- Statement of Inquiry :

The aesthetic value of music and the identity of a musician can be shown through his motivation and expression in playing a musical instrument.

- ATL Skills :

- Self-management Skills (Affective) → Practise focus and concentration
- Self-management Skills (Reflection) → Develop new skills, techniques and strategies for effective learning

### Month Overview:

In this unit, students will learn how to play recorder based, read notes and play at the same time.

### Activities and Tasks Overview:

After explaining the first three notes (G, A and B), we started to practice the quality of sound, the blowing technique and the values of each note. Students played different exercises that contain different notes and different values. We covered two new notes (E and D) and how to play them, the location of the music staff and how to read it. We explained the difference in the note shapes and how each shape equals the value of the beats. We covered the three beats, two beats, one beat, and the half beat. The students covered different exercises that contained the five notes and the four different shapes of the beats.

### Assessment Overview:

Students summative was to record a video of playing exercise that includes everything they understood in this unit.

# PHE

## Bounced Shot (Handball skills)

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

- Communication
- System and Space
- Orientation in Space and Time (Duration)

- Statement of Inquiry :

Having sufficient space and effective communication between players inside the court might help to build their system in an optimal duration

- ATL Skills :

- Communications Skills → Give and receive meaningful feedback .
- Self-Management Skills (Affective) → Practice managing self-talk

### Month Overview

We finalized our unit that focuses on the handball game as well as the basics rules and skills of handball.

### Activities and Tasks Overview

We focused on the handball rules. Students watched a video on handball rules and they wrote their summary notes. Then, they started working on powerpoint slides talking about handball rules.

### Assessment Overview

**Summative Assessment Criterion A:** Students were asked to create a PowerPoint presentation talking about general information about handball games and explaining the rules of the game.

# SCIENCE

## Assistive Technology

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

- Systems
- Form, Energy and Function
- Fairness and Development (Inequality)

- Statement of Inquiry :

With appropriate systems, design and attention to form, function and energy, technology can be used to ensure equal opportunities for people with disabilities.

- ATL Skills :

- Communication Skills → Use appropriate forms of writing for different purposes and audiences.
- Social Skills (Collaboration) → Make fair and equitable decisions.

### Month Overview:

Technology and design is used to improve the ways in which different people interact with the world around them. We learnt about people with physical and movement disabilities and how technology is designed and used to improve their quality of life. We investigated the following concepts: Physical and movement disability, Simple and complex machines, Load, effort, pivot, moments and axis, Electronic control systems and made a design for accessibility. Assistive technology – machines and control systems designed for use within planned and unplanned spaces – make the lives of people with a disability more productive and enjoyable.

## Activities and Tasks Overview

We discussed and identified some of the physical and movement disabilities that people are born with, and some disabilities people get later in life, in what ways these impairments limit a person's capacity to interact with the physical world around them, what equipment or assistive technology, and what design features, might be needed to help overcome these limitations. We used mapping and tables to show connections between the disability, some effects of the disability on the person, and the assistive technologies and design features that could help them to lead an enjoyable and productive life. Students designed their own simple machine and shared their ideas with some teachers and students of different ages which helped students to convert their designs into prototypes.

## Assessment Overview

Criterion A (Knowing and Understanding) was being practiced formatively and summatively during classes. Criterion B (Inquiring and Designing) was integrated into this unit and Waves unit to find the best solution for people having disabilities.

## Service as Action

Students explored ways to raise the awareness of the local community on the negative effect of using modern communication technologies.

# ATL

## Approaches to Learning

- ATL Skills

### Communication

- 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.
- Give and receive meaningful feedback.

### Collaboration

- Help others to succeed.
- Listen actively to other perspectives and ideas.
- Encourage others to contribute.

### Affective skills-Mindfulness

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

### Affective skills Self-motivation

- Practice positive thinking

### Critical thinking

- Gather and organize relevant information to formulate an argument.

- ATL/ Research

This month the students were introduced to unconventional modes of communication, such as memes, and analysed their effectiveness in communicating history and politics, among other things. One of the activities was for the students to create a meme about a topic of their choice and present it to the class. Students also learned how to create a format to make the writing process easier through the Claim, Evidence, Analysis technique.

- AT/ Counselling

During this month students were introduced to collaboration skills through an educational video and discussions. This session focused on helping others succeed, listening actively to others perspectives as well as ideas, and encouraging others to contribute. Through this month we also focused on the topics of mindfulness and Self-motivation through conducting a session titled "Self-care Action Plan". This session included practices for focus, concentration, developing mental quiet, overcoming distractions, and positive thinking.