

IBDP

NEWSLETTER

Grade 11

JULY - AUGUST

Volume:9 Issue:1



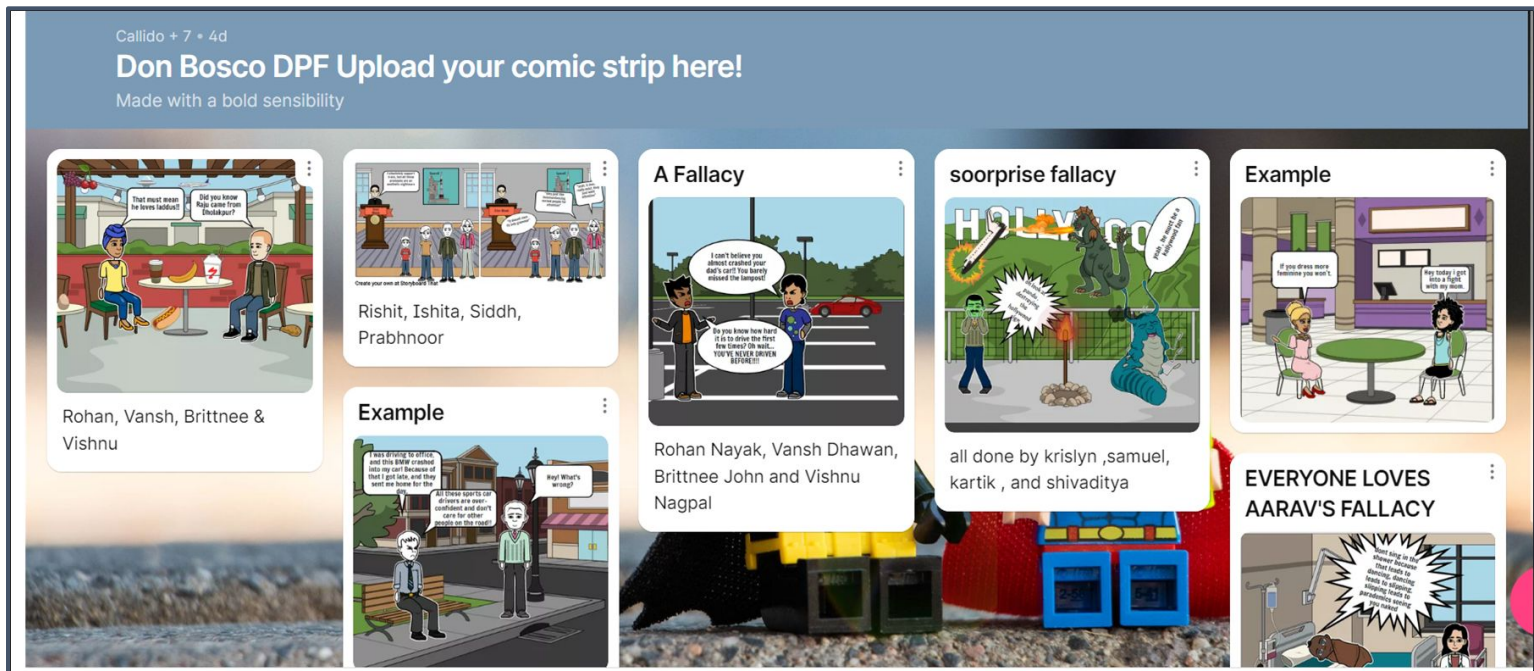
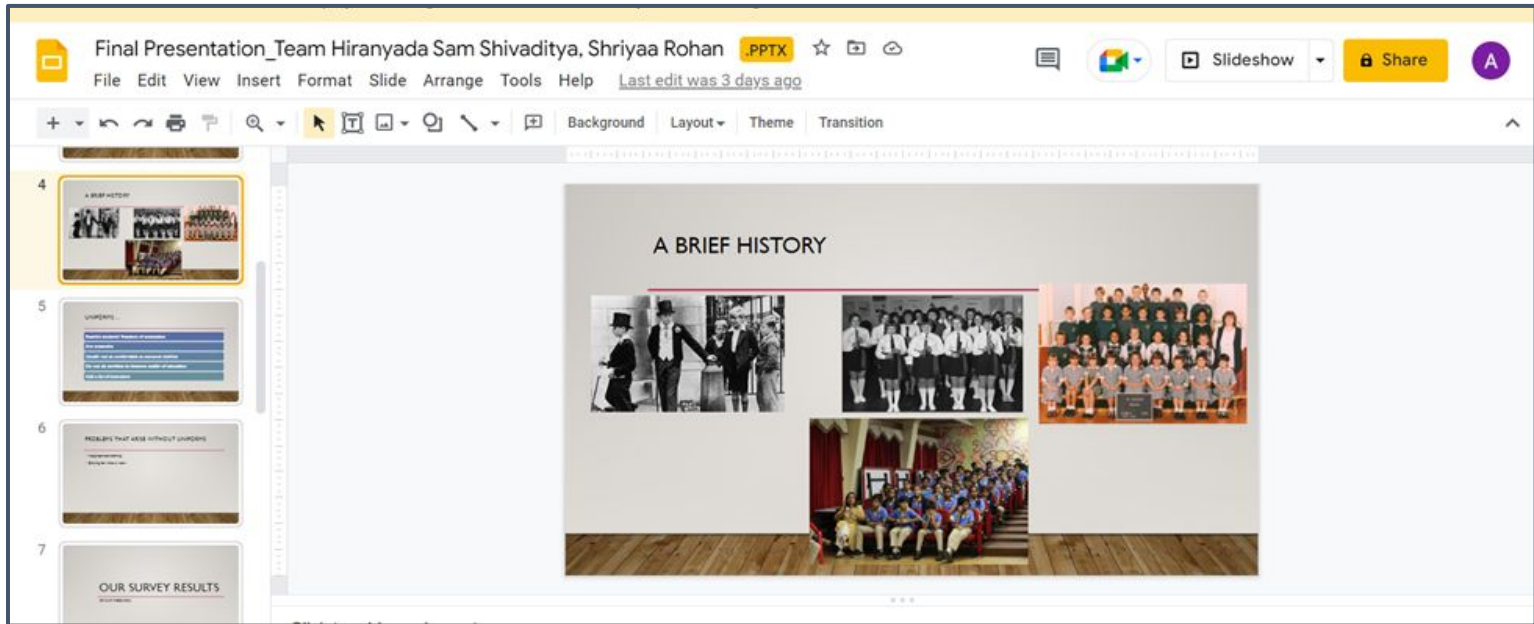
EVENTS

- **EBSCO workshop:**
4th August
- **Science safety norms:**
5th August
- **MUN :**
19th and 20th August
- **Visit to Khalsa College :**
24th August
- **Circular economy project:**
24th August

Callido Online DP Foundation

IBDP students started their journey in July with Callido which was designed to develop the foundational skills for the IBDP: critical thinking, research, writing and self-management skills. The students covered various skill-based modules and learnt about logical fallacies, building an argument map, creating surveys, framing research questions, researching honestly and credibly.

The programme culminated with a group Passion Project where each group had presented their idea for improving teaching and learning at DBIS. The culminating endline assessment indicated the progress of each with the Callido IBDP Online Foundation. The program was from 20th June to 1st July. The students on successful completion have received a certificate from Dr. Lina Fruzzetti, Professor of Brown University.



Students' comic strips on logical fallacies

IBDP Jumpstart

IBDP students have been introduced to each subject that is being offered at IBDP from 4th July to 11th July through the IBDP JumpStart. The teachers had introduced their respective subjects and integrated IB Profiles, international mindedness, approaches to learning skills. The students experienced each subject, its content, subject specific assessment pattern, and understood multi-disciplinary links before submitting their final subject choices.



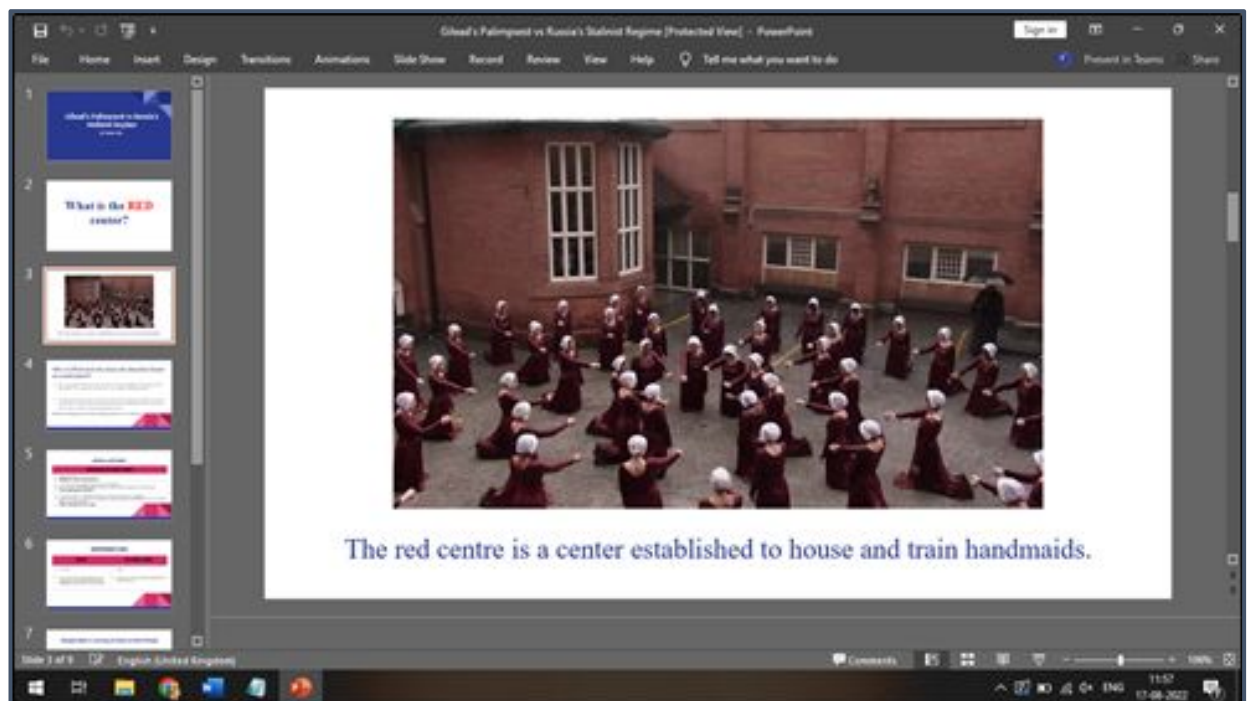
ENGLISH A: LANGUAGE AND LITERATURE

Students were welcomed to the new academic year with an ice breaker in which they had to create stories out of the random objects that were given to them in a bag and share that with everyone. They developed their reading skills by learning how to break down the semiotic meaning of various concepts, objects, and images. They extended this learning to analytically read advertisements and other persuasive visual texts like Public Service Announcements and posters. They also understood how propaganda functions to perpetuate a group's ideology and they learned to critically think about the techniques of propaganda that surround us. They began their learner portfolio by creating propaganda posters. They also attempted Paper 1 style responses to an advertising text. To further elucidate the assessment criteria they marked various samples and then the examiner comments and scores were revealed to them post their own grading. These and other worksheets were undertaken to prepare them for the First Formative Assessment. They have also started engaging with various global issues in preparation for the Individual Oral component. Students attended a notetaking session to develop their skills.

The HL students began the novel 'The Handmaid's Tale' by understanding various concepts and the background to the novel. Students chose various inspirations for the novel and made presentations to show the parallels between the events and the novel.



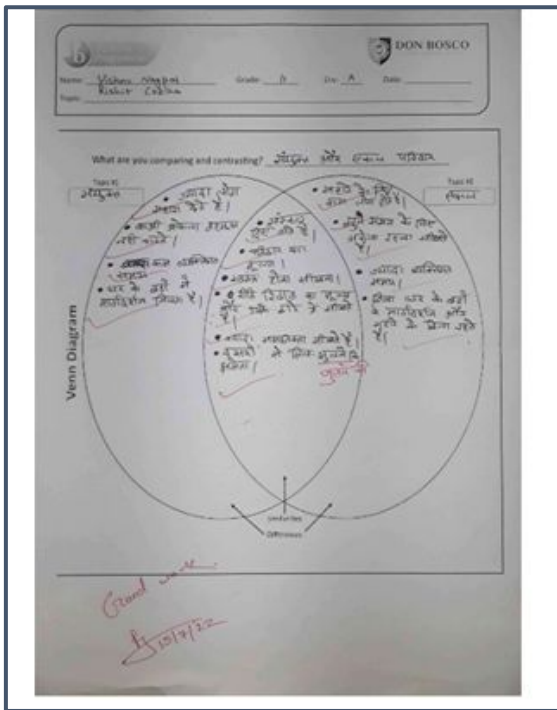
Ice Breaker Activity: Students presenting their stories in class



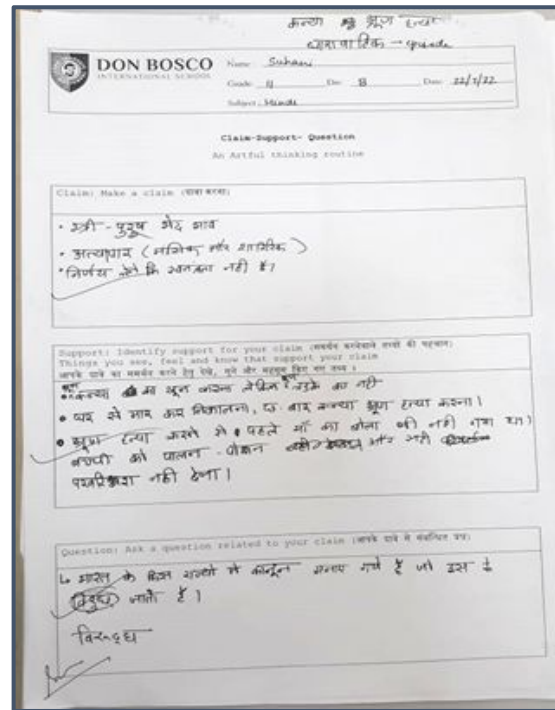
Student presentation on the historical background of The Handmaid's Tale

HINDI B

Students began their IBDP journey with the introduction of the subject, curriculum, and assessment expectations. They started with the first concept ‘Social organisation’ and explored the topics like society, family system, education, social relationship through videos, visible thinking routines, reading materials, etc. Various interactive activities were conducted where the students participated. Their productive skills were enhanced by revisiting text types essays, emails, letters, and diary entries. They enjoyed the session on **मुहावरा और कहावत** and created a bank of it on a padlet.



Debriefing activity after watching videos on the family systems through visible thinking routine.

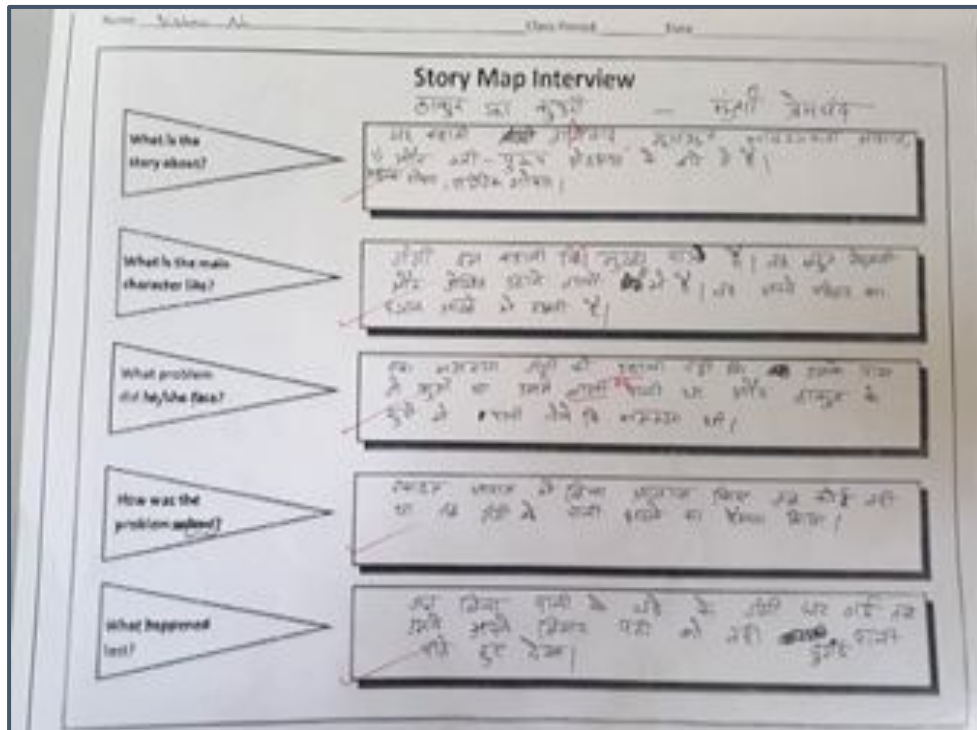


Reflection after the discussion on female infanticide.

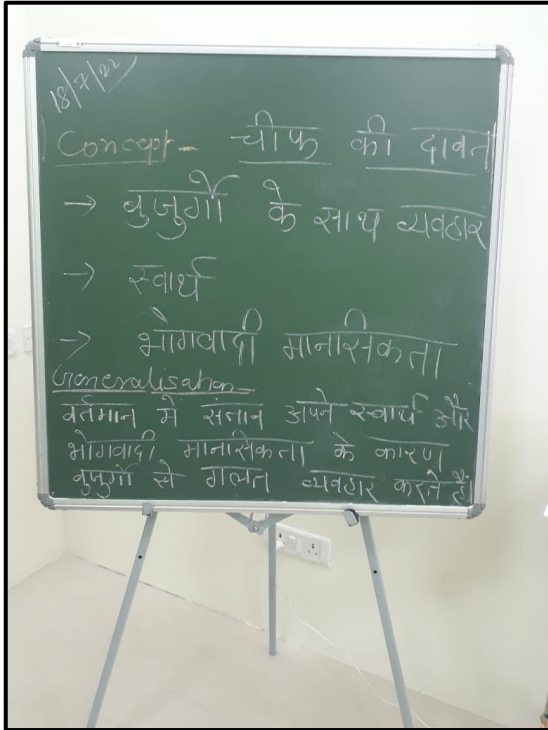
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हमारे मुहावरें (2022-24)

खुशी / आनंद / प्रसन्नता	दुख / उदासी	आश्चर्य	क्रोध / गुस्सा	संकट/ मुसीबत /मुर्ति
Rishit, Vansh 1. आँखों का तारा 2. मुँह मीठा करना 3. अंग - अंग खिल उताना 4. फुला न समाना 5. जमीन पर पाव न रखना	Rishit, Vansh 1. चहवा उतरना 2. आँख में खटकना 3. काटे बोन 4. कमर टूटना 5. दिल टूटना	vansh 1.दंग रह जाना,अर्थ—आश्चर्यचकित होना। 2.दाँतों तले उँगली दबाना,अर्थ-आश्चर्यचकित होना। 3. रोंगटे खड़े होना,अर्थ-आश्चर्य से पुलकित होना। 4.देखते रह जाना,अर्थ - आश्चर्यचकित होना	vansh 1.गुस्सा पीना,अर्थ - क्रोध दबाना 2.गरम होना अर्थ - क्रोधित होना 3.आँख दिखाना अर्थ—क्रोधित होना 4.आग-बबूला होना अर्थ-अत्यधिक क्रोध करना 5.जलती आग में घी डालना अर्थ - क्रोध बढ़ाना	vansh 1.गाढ़े दिन,अर्थ - संकट का स 2.गला फँसाना,अर्थ - मुसीबत 3.ओखली में सिर देना,अर्थ -ज अपने को मुसीबत में डालना। 4.छठी का दूध याद आना,अर्थ में फँसना। 5.पहाड़ टूट पड़ना,अर्थ -मुसीब
vishnu, suhani फुलाना समाना मुँह मीठा करना सातवे आसमान पर रहना प्रसन्नचित होना चार-चाँद लगाना	vishnu, suhani आँख भर आना कमर टूटना दिल डूबना / भारी दिल हार के कगार पर	suhani दन्तों तले उँगली दबाना जबड़ा बूँदें बंदर का चाचा होना अपनी आस्तीन ऊपर एक इक्का	suhani अकल पर पत्थर पड़ना पैरों पर कुल्हाड़ी मारना	suhani गहरे पानी में गिरना गलत घोड़े का पक्ष लेंना मृत मांस होना गरम पानी में होना

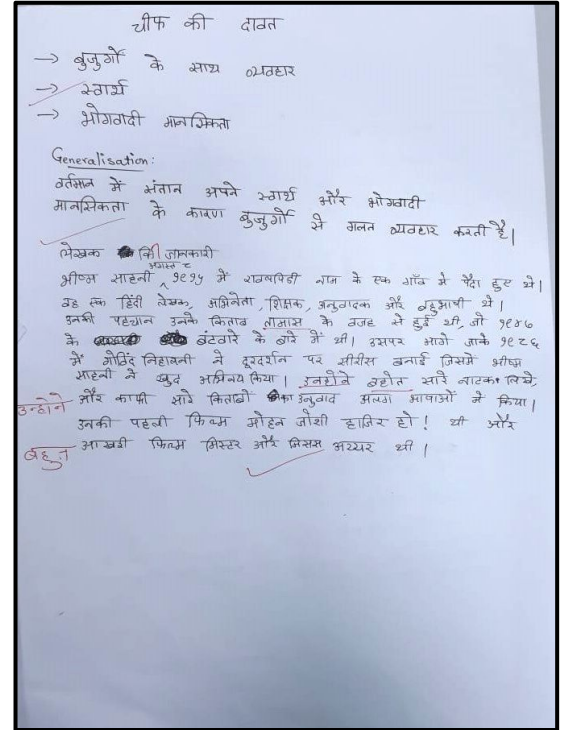
Higher Level- Students read the stories like **चीफ की दावत** and **ठाकुर का कुआँ**. They analysed the story with the help of a story map and graphic organiser.



Concept based lesson.



Concept based curriculum instruction



SPANISH B SL

In order to ease the subject choice during the Jumpstart week, students were engaged in an activity of sorting out the sentences describing a famous personality where they understood the difference between the two levels of Spanish provided at DBIS. Furthermore, they went through the various themes under the curriculum, the requirements of B SL course and the assessment pattern.

After the subject selection, Spanish B SL students commenced with the sub-topic ‘Social relationships’ under the theme ‘Social Organisations’. They tuned in into the concept with a funny pizza advertisement describing a relationship between a father and a daughter. To explore the topic of relationships – family and friends, in groups, they comprehended texts talking about different types of families and their challenges for example, single parent, joined, nuclear and royal family, etc. Using the 3-2-1 strategy, students noted down the 3 facts they got to know, 2 facts surprised them and 1 question they still had and presented them in class. Going ahead, students were introduced to the internal assessment – Individual Oral. They described a visual stimulus with the help of a checklist and vocabulary list and self-evaluated their work with a rubric. They strengthened their writing skills by understanding the format of the following text types - informal email and letter writing and a blog entry.



Después de leer los textos en grupo, rellena siguiente información reflexionando sobre el contenido.

	3-2-1 estrategia
3	<p>3 hechos que has conocido 3 facts that you know</p> <ul style="list-style-type: none"> • Carolina Beltrán (30 años) y su hija Nayana forman una familia monoparental. • El marido tenía que pagarse más de 5.000 euros por una sentencia judicial pasada. • Los fines de semana, los tienen libres, dedicados a su niña y a su misma.
2	<p>2 hechos que te han sorprendido 2 facts that have surprised you</p> <ul style="list-style-type: none"> • El marido dice que no había dinero, como dicen muchos, y la justicia fue muy lenta. • Como su hija disfruta sin su madre, cuando le dan a el ordenador?
1	<p>1 pregunta que tienes todavía 1 question that you still have</p> <p>No quiero ser estereotipo, pero en la cultura de India, siendo un monoparental es una gran problema, por controlado en la cultura hispana es muy normal?</p>

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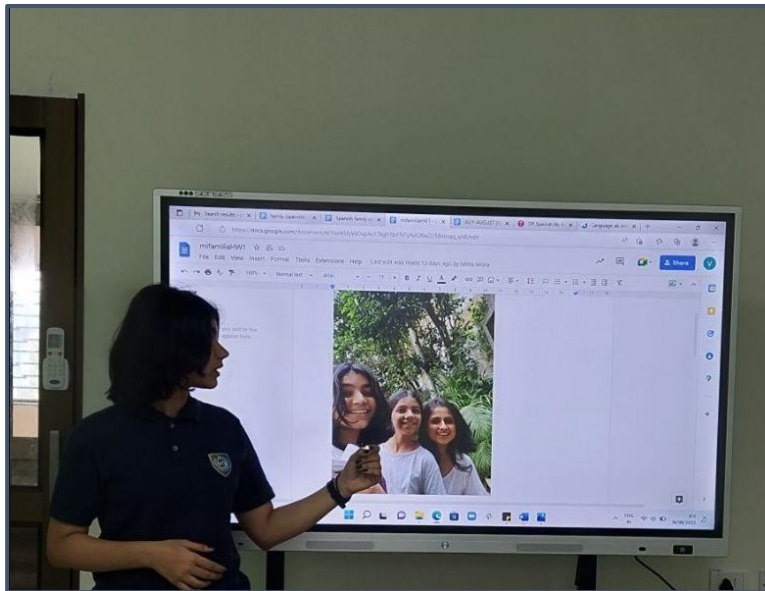
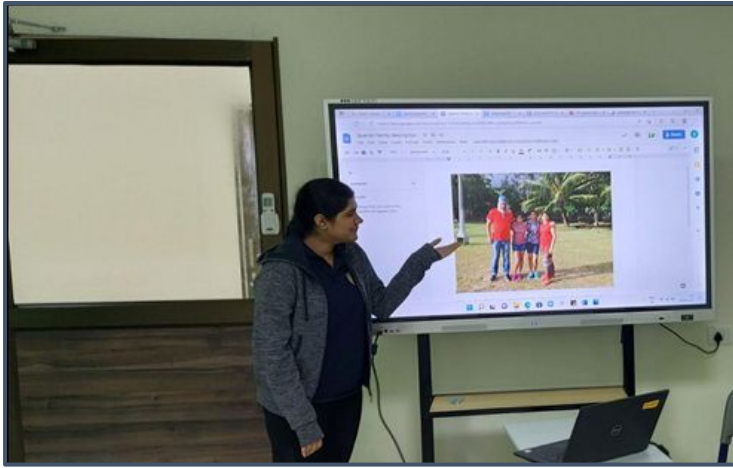
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SPANISH AB INITIO

Students started the year with an introduction to Spanish, wherein, from the sounds of its alphabets to the countries having Spanish as their official language, to the brief on assessment pattern and paper pattern was covered with fun discussions, polls, and two audio based activities. Post selection of their subjects, Spanish AB initio students dived into the topic of 'Identities', so far they have grasped the concepts of nationalities, numbers till 1000, usage of the verbs Ser, Estar and Tener, other regular verb and irregular verb conjugations in the simple present tense. They can now introduce themselves and others in detail, in Spanish. Skills-based, including, reading, listening, writing and speaking, is suggested for self study and practised in class for a holistic development of their linguistic skills.

Students talking about them and their family members:





DON BOSCO
INTERNATIONAL SCHOOL

Name : _____ Roll No. _____
Subject : _____ Date : / /

Hola, ¿cómo te llamas?

Hola, buenos días. Me llamo Ludmila, ¿y tú?

Me llamo Paco, encantado.

Encantada. ¿Cuál es tu nacionalidad?

Soy chileno, ¿y tú?

Yo soy rumana. Vivo en Bucarest, en el sudeste de Rumania. ¿Y tú? ¿Dónde vives?

Vivo en Iquique, en el norte de Chile. ¿Qué idiomas hablas?

Hablo español, rumano y ruso. ¿Y tú?

Solo hablo español. ¡Adiós!

¡muy bien!

¡Adiós! ¡Hasta pronto!

Page No. _____ Teacher's Sign : _____

Rearranging jumbled dialogues.

BUSINESS MANAGEMENT

The students explored the subject through a fun jumpstart activity wherein they created a human billboard using their own pictures to best describe themselves



The students also undertook a marketing selfie photo scavenger hunt that involved taking selfies while completing four unique tasks that involved creating a human size tree, DBIS motto awareness program, meme creator and a dramatic menu reading task.



Post the subject selection the students were introduced to the assessment criteria and the paper pattern along with this they underwent comprehensive skill development sessions to understand the paper writing skills.

The topic of entrepreneurship was explored through the lens of the quote ‘It's never too young or too old to start an empire’ that involved watching inspiring stories that ranged from a young entrepreneur like Kyle Jenner who built a billion dollar makeup empire to the inspiring success story of an 85 year old couple entrepreneur. The students were also exposed to the integration of the business management toolkit and key concepts for the topic of entrepreneurship and business through discussion on different inquiry questions.



Key Concepts- Questions to consider

◦ Creativity

- How important is creativity for business success?

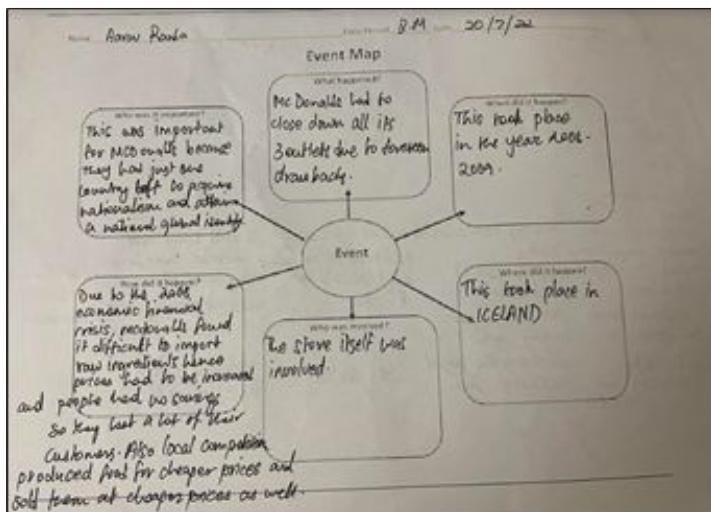
◦ Sustainability

- Discuss the extent to which sustainable business practices can enhance an organization chances of financial success.

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For the topic of why start-ups fail the students were given an ATL activity which tested their thinking skills. Students had to first watch a CNBC video case study on 'Why mcdonald's failed in Iceland?' and fill a VTR (Event map) individually.



Post this they had to fill a problem/solution chart VTR brainstorming in collaboration as a group and present their solutions.



Problems/Solutions Chart

What is the problem?	What is the cause?	What is the effect?	What are possible solutions?
2008 financial crisis	3 national banks of Ireland collapsed/failed	Smaller profits margins.	Obtained raw materials locally.
Fall in krona value	High import cost of meat from overseas	Higher burger prices.	Reduced portion sizes - or used consistent prices.
High import tariffs.	Failure to use local raw materials	Local, grown products.	
Local businesses cheaper.	Poor CRM	Lower sales	Lower prices/ local marketing campaigns.
Re-entry into Iceland market			

A group task was given to students that involved them to brainstorm in groups how value could be added to the items given to them. Students had to create a new product out of it indicating the price break-up and value added and then presented their ideas to the rest of the class.

**Group1- Empty shipping containers(Value added task)
(Value added task)**

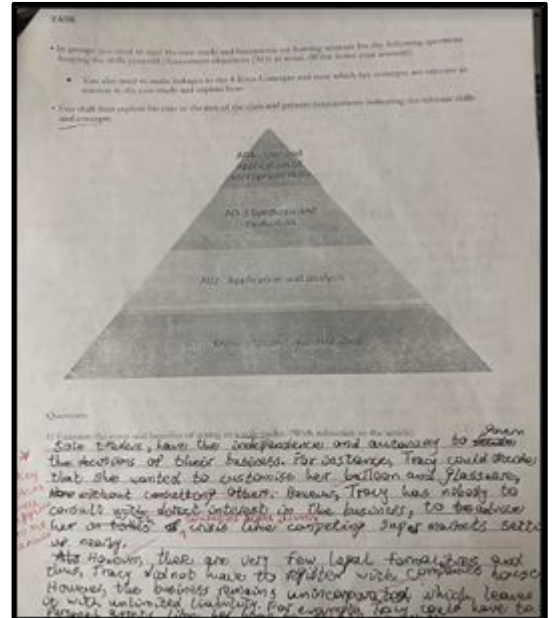
**Group2- Waste Plastic bottle
(Value added task)**



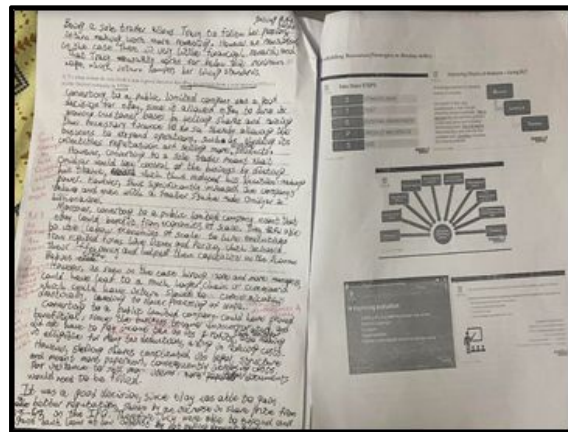
The students practised case studies in groups on the topic of types of business organisations that involved a task to structure answers keeping the skill pyramid in mind along with making linkages to the four key concepts of BM syllabus, for this students were given scaffolding resources like strategies to develop answers. Post brainstorming the students presented the answers to the rest of the class for peer feedback.



Developing answers using skills pyramid



Structuring answers using scaffolding resources/strategies and presenting answers for peer feedback



In the end students played a Kahoot quiz to revise the topic on types of business organisations.



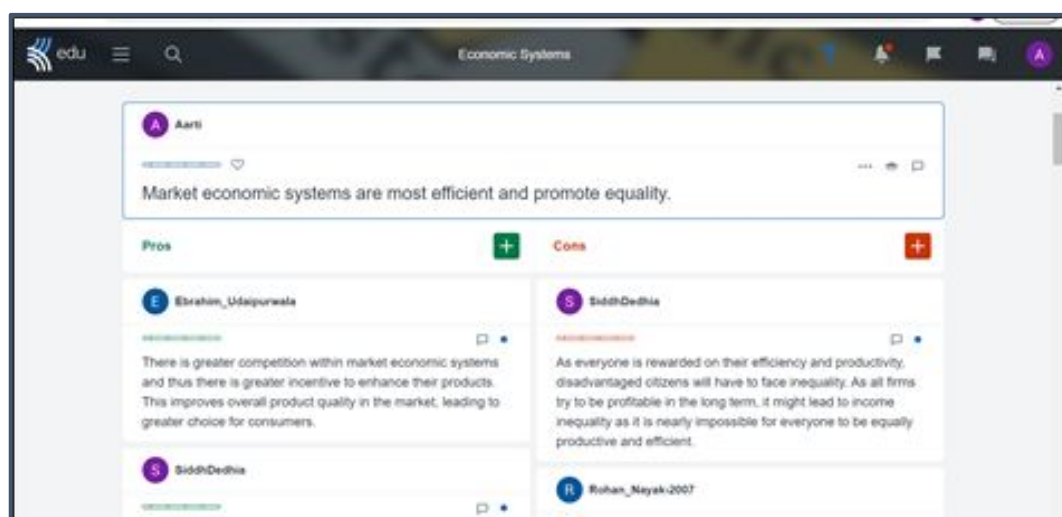
ECONOMICS

The students explored the world of IBDP Economics through the satellite imagery of the world at night, as an indicator of human and environmental well-being. The students explored an online simulation of survival on an island. They explored the data of the world through a miniature earth project, Our World, as a village of 100 people. They applied the concepts of Economics to a Broadway Musical and explored the clipping of the movie, Freakonomics, to understand the social nature of Economics. They had a group discussion on 'How do we think our societies and culture influence our decision makers and us?'

The students applied universal, multi-disciplinary concepts to lyrics of songs and analysed the pandemic-related articles through these conceptual lenses. The activity culminated with peer feedback on each student's analysis. The students participated in an online debate on Economic Systems: 'Market Economic Systems are Most Efficient and Promote Equality'. They participated by discussing the pros and cons and how these influenced the voting.

Students delved into the simulation of a factor and product market and analysed the circular flow of income. They also explored the multidisciplinary links to understand and redesign the circular flow and growth for long term prosperity. Using the analogy of a paper plane the students grasped the economic methodology and terms like economic assumptions, hypothesis, ceteris paribus. The students created breaking news images to showcase the difference in Positive and Normative Economics Statements and discussed the presence of normative statements in other subjects.

Virtual debate on Economic systems



Rohan, Vansh and Vikesh present the breaking news



As a part of the formative assessment, the students tried a game of Tic-Tac-Toe. The students submitted the final outcome as an audio essay or video essay or eco blog on Economic thought, shifting from the 18th century to the 21st century. The students have also covered the concepts of Demand, Supply and Market Equilibrium with the help of images, videos and news articles.

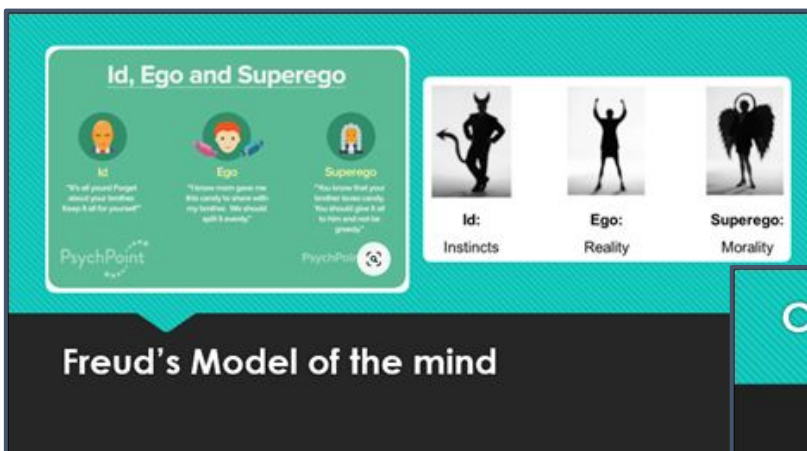
PSYCHOLOGY

Students were introduced to the world of Psychology for the first time. Students were given an overview of different aspects and theories of Psychology through a series of presentations and interactive sessions.

After familiarising basic ideas and theories of Psychology, students were then introduced to research methods. Through this students understood the different types of research namely quantitative and qualitative. They also gained understanding of types of research design, sampling methods, ethics and evaluation of reliability and validity of research.

This was followed by the introduction of the core unit of Cognitive Approach to behaviour. Students have gained understanding of the models of memory, schema theory, reliability of memory, thinking and decision making and biases.

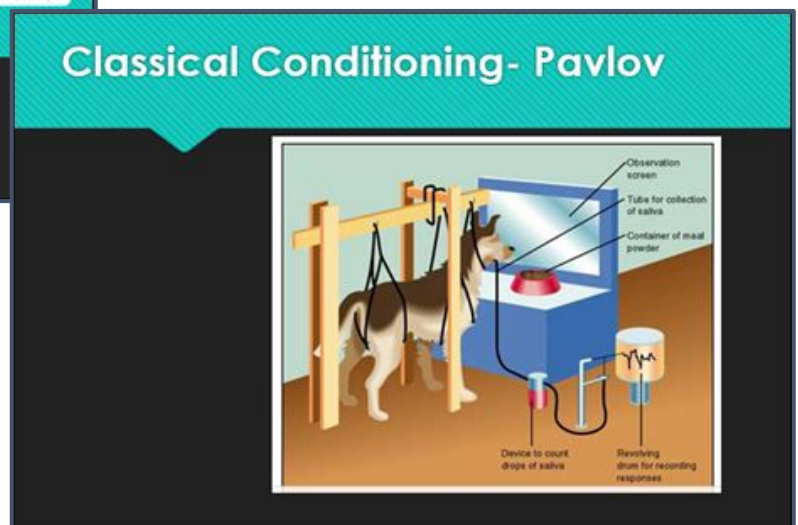
Snippets of the presentation



Id, Ego and Superego

<p>Id</p> <p>"It's all about! Forget about your feelings. Keep it all for yourself!"</p> <p>PsychPoint</p>	<p>Ego</p> <p>"Please make good use of this world by doing with my feelings. We should split it evenly."</p> <p>PsychPoint</p>	<p>Superego</p> <p>"You know that good feeling? That's morality. You should give it all to him and not be greedy!"</p> <p>PsychPoint</p>
<p>Id: Instincts</p>	<p>Ego: Reality</p>	<p>Superego: Morality</p>

Freud's Model of the mind



Classical Conditioning- Pavlov

Diagram illustrating Pavlov's experiment setup:

- Observation screen
- Tube for collection of saliva
- Container of meat powder
- Device to count drops of saliva
- Revolving drum for recording responses

ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

As a part of their jumpstart activity, students in the Grade 11 ESS class created a mind map of their value systems. This was later linked to their value system for the environment. They were shown videos and real-life examples of the three major environmental value systems. They were shown a video about 'Controversial Whaling in Japan,' and were asked to express their own views on the subject. They proposed excellent strategies such as using GPS trackers and eliminating subsidies on whale products to protect endangered whale species.

Student presenting case study of an iguana



They were asked to express their views on a local issue such as 'Aarey forest cutting,' where they discussed the role of the government and non-governmental organisations in the environmental issue. They watched videos about the major environmental disasters of the nineteenth century.

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BIOLOGY

The students started their IBDP journey with a fun jumpstart activity wherein they had to use their collaborative and research skills and contemplate different perspectives. In two groups, they worked and presented their thoughts on: 'The Abortion Ban' and 'Should Marijuana be Legalised'.



Students working collaboratively to prepare their chart presentations



Preparation and observation of microscope slides

In their first unit of 'The cell', the students used their previous knowledge of the cells and their organelles to further understand the ultrastructure of the cell and the importance of cell surface area to volume ratio. They used their knowledge of the microscope to prepare and observe their own microscopic slides. Experiment using agar block helped the students to understand how diffusion across cells varies with increasing size.



Agar block experiment- SA:Vol ratio



CHEMISTRY

Jumpstart week was used to help students understand the subject, its future scope and assessment pattern. Various classroom activities helped us connect. We began the teaching learning process with the topic 'Atomic Structure.' Students worked in teams to do extensive research on the development of the Atomic Model and presented their work in the classroom. An activity to describe electronic configuration in an atom was given to the students.



Research on development of Atomic Models.



Students performed Acid-Base titration

Topic of 'Measurement and Data' analysis was then introduced. Students were taught to write lab reports incorporating the uncertainties and errors. Stoichiometric relationships was also introduced as a new topic.

COMPUTER SCIENCE

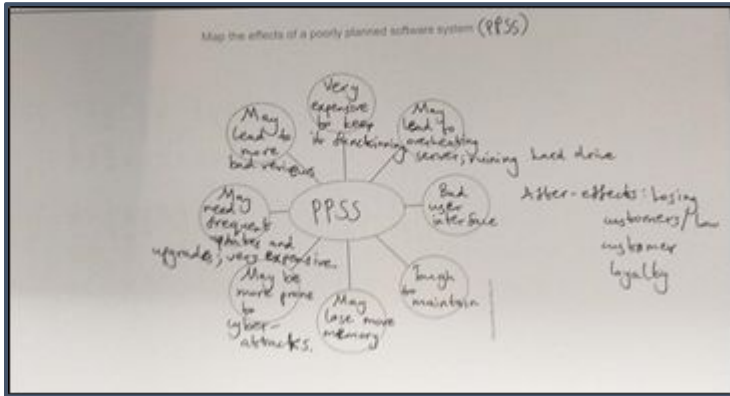
Students learnt the concept of logic while playing algorithm writing games. Students were introduced to System Fundamentals by exploring the system lifecycle process. Students tested their prior knowledge about the process of system planning and execution using Kahoot and Quizziz.

Students reflected on a case study 'Software gone wrong - Therac 25, A medical accelerator for medical purposes' that helped them understand the importance of requirement analysis and data gathering while planning a software system.



Accident Timeline	Software Engineering Practices
<ul style="list-style-type: none">• June 3, 1985 - first overdose in Marietta Georgia• Patient suffered serious radiation burn (est. 15,000 – 20, 000 rads)• Breast removed, and lost use of shoulder and arm• Manufacturer response:<ul style="list-style-type: none">- Improper scanning not possible	<ul style="list-style-type: none">• Unrealistic risk assessments• Fault analysis did not include software• Lack of independent software evaluation• Little documentation on software specifications and software test plans• Lack of documentation on product and User error messages• Lack of software auditing

Students then explored the concept of 'System planning' and learnt about the related concepts like Data Migration, Documentation, Change management and so on. They reflected on the effects of the poorly planned system using a effects wheel VTR.



Students used the VTR - Step In to understand the planning process from the end user point of view. They reflected on Usability uses when the software system is finally implemented.



1) Taylor Terif, RN - a nurse practitioner
-The implementation of the CPOE is a challenge for me and many of the others, since most of us aren't good with technology and the system is just a month old. The cause of this challenge is lack of computer knowledge in us. We can have a training session for a week or month. This will make our work easier and we will progress efficiently.

2. Dr. Dudley Do-Right

Issues: Even though physicians such as Dr. Dudley are accustomed to the new system, and are using it correctly, there are some issues they are facing. Since, the hospital needs to get up-to-date in another 2 years, physicians may be under pressure to finish records of old patients and are thus requesting the ability to enter orders from their offices. This increases the chances of errors, since there will be no one to double check the entry, and could also lead to information leaks. Moreover, Dr. Dudley Do-Right, may also be against any updates to the new system, since most physicians are now comfortable using it and took time to get a hang of the same. This may be challenging considering technology like software periodically gets updated.

3) Dr. Frank Burns

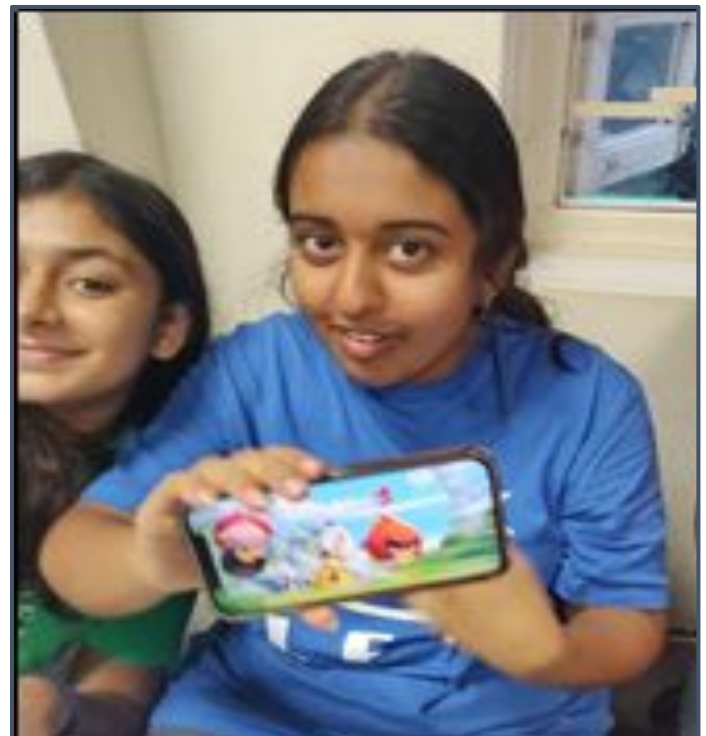
For a person like me that is not familiar with technology it will be very hard for me to get accustomed to a system this advance. I currently do manual entries using paper on my own which is easier to work with because it's been there for a long time and everybody is accustomed to it. Since everyone is talking about financial position of the hospital, a hospital that is currently overall backward in terms of technology and equipment, they should not invest in such a technology rather you should upgrade the equipment you hold. This will help you in the long run. Also initially training your staff members to use a new technology will require capital as well as time. So I would recommend not using this and moreover improving the state of the hospital first which will help in the long run.

The culmination of the concepts was done with Q&A session, sample question answer writing and Kahoot quizzes.

PHYSICS

Students were introduced to the world of physics through an ice breaker activity in which the students were divided into pairs and were shown a trailer of the Angry Birds movie and were asked to write the concepts of Physics seen. The students were then allowed to play the game on their laptops and then they improved on their list of concepts.

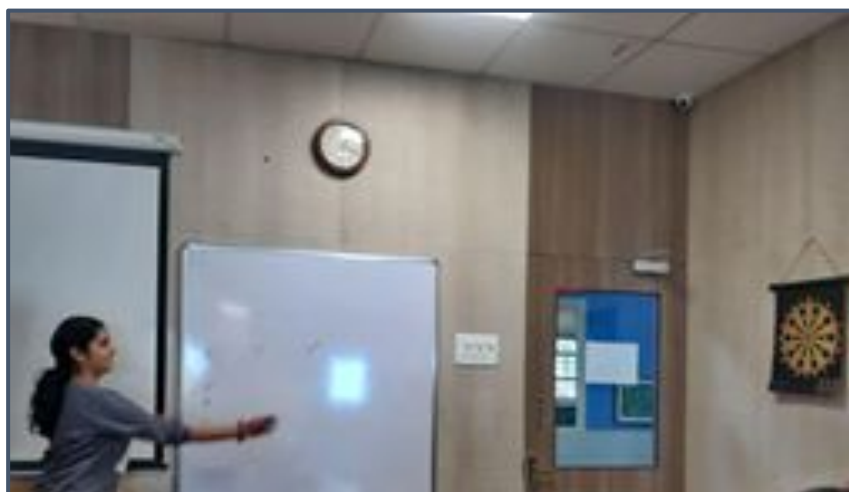
Students playing Angry Birds and linking to physics concepts



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The students were introduced to the concepts of precision and accuracy through a game of darts.



The students were introduced to errors and uncertainties in measurements and the IB DP 2 students conducted a workshop on graphical representation and analysis of data and uncertainties.



The students did an experiment on finding and minimising random errors by performing an experiment on finding the time period of the oscillations of a simple pendulum. A quiz was conducted after the unit on Measurements was over.



The students were introduced to the concepts of Thermal Physics through various activities. The students gave a presentation on application of vectors in day to day life as a part of their assessment.

MATHEMATICS: ANALYSIS AND APPROACHES(AA)

In these months, the students completed the sections on ‘Sequences and Series’, ‘Logarithms and Exponents’ and moved on to the ‘Binomial Theorem’. Additionally, the HL students learned about partial fractions, systems of 3 linear equations in 3 unknowns, and permutations and combinations. Students are given real life examples like the Koch’s snowflake, Pascal’s Triangle, word problems on real life situations and other situations.

Students were introduced to their GDCs and online graphing softwares.

Students’ existing skills are continuously sharpened through weekly (timed) mental maths practice. Worksheets and assignments are given regularly.

Consider this: Koch’s Snowflake

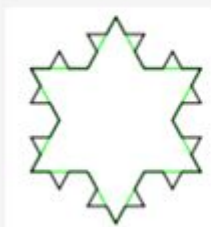


Image Source: Wikipedia

Iteration 2:

Number of sides: 48

Side Length: $\frac{1}{9}$

Perimeter: $\frac{48}{9}$

Area: $\frac{\sqrt{3}}{4} \times \left(\frac{1}{9}\right)^2 \times 12 + \text{earlier area}$

Exercise

1. Write the following using logarithms instead of powers

a) $8^2 = 64$ b) $3^5 = 243$ c) $2^{10} = 1024$ d) $5^3 = 125$

e) $10^6 = 1000000$ f) $10^{-3} = 0.001$ g) $3^{-2} = \frac{1}{9}$ h) $6^0 = 1$

i) $5^{-1} = \frac{1}{5}$ j) $\sqrt{49} = 7$ k) $27^{2/3} = 9$ l) $32^{-2/5} = \frac{1}{4}$

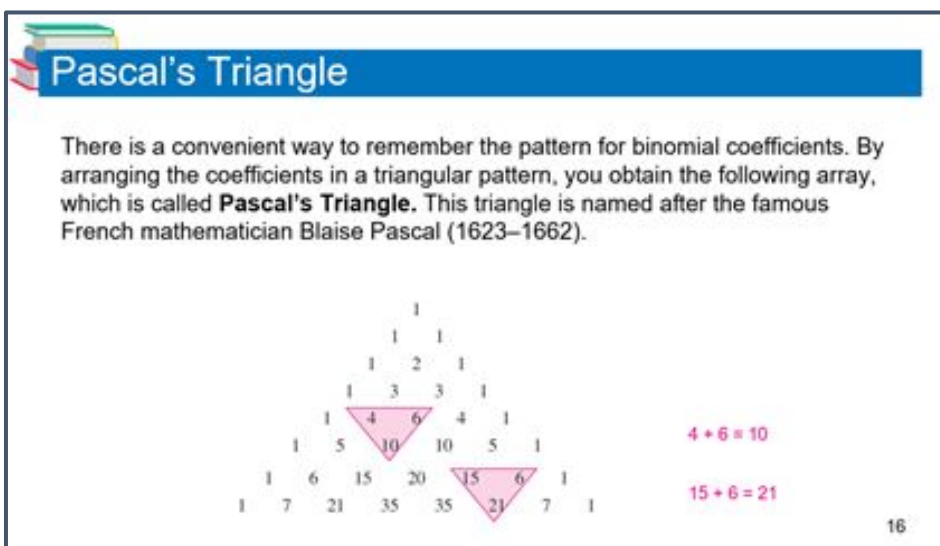
2. Determine the value of the following logarithms

a) $\log_3 9$ b) $\log_2 32$ c) $\log_5 125$ d) $\log_{10} 10000$

e) $\log_4 64$ f) $\log_{25} 5$ g) $\log_8 2$ h) $\log_{81} 3$

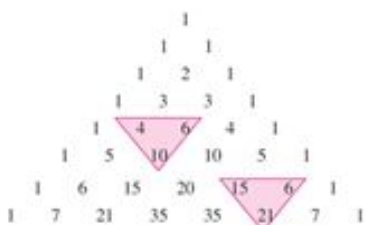
i) $\log_5 \left(\frac{1}{25}\right)$ j) $\log_7 1$ k) $\log_8 \left(\frac{1}{8}\right)$ l) $\log_4 8$

m) $\log_a a^5$ n) $\log_c \sqrt{c}$ o) $\log_a s$ p) $\log_a \left(\frac{1}{s}\right)$



Pascal's Triangle

There is a convenient way to remember the pattern for binomial coefficients. By arranging the coefficients in a triangular pattern, you obtain the following array, which is called **Pascal's Triangle**. This triangle is named after the famous French mathematician Blaise Pascal (1623–1662).



1
1 1
1 2 1
1 3 3 1
1 4 6 4 1
1 5 10 10 5 1
1 6 15 20 15 6 1
1 7 21 35 35 21 7 1

$4 + 6 = 10$
 $15 + 6 = 21$

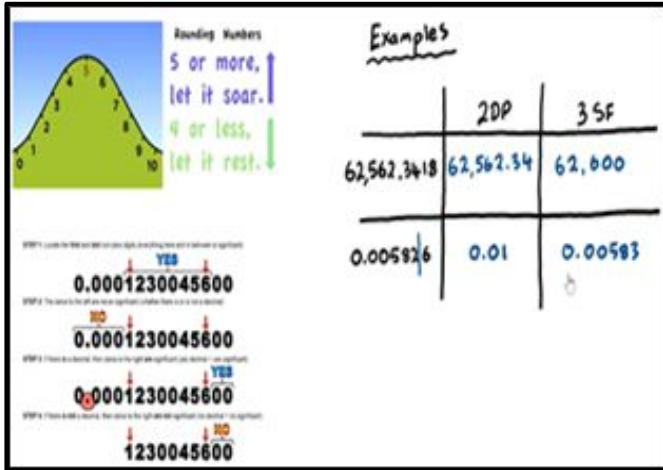
16

Selected screenshots of the presentations used in class

MATHEMATICS: APPLICATION AND INTERPRETATION(AI)

MAI-SL: Learners commenced their IBDP journey with an understanding of the difference between MAA and MAI and HL and SL. During the jumpstart week they engaged themselves in playing a group activity game on a triangular pyramid. The MAI-SL learners were given a prior knowledge sheet to be solved. They attended a session on various options available in GDC where a grade 12 learner shared his experience of using GDC. For the topic 'Approximations and Error', the learners watched online videos from 'Revision village' and Khan Academy. They acquired and applied the knowledge of rounding numbers, approximations, errors in measurement and absolute and percentage error. They understood the application part of the topic and a discussion on 'vernier scales' was done in class. For the introduction to the topic 'Sequences and Series', learners did research work on Aryabhata and sequences, Fibonacci numbers and connections with the Golden ratio. The same was presented in the class. A recap of sequences with quadratic and cubic rules was done. Learners solved various real-life questions involving number, arithmetic and geometric sequences. The GDC tips as per the topic requirements were practised in class.

Snippets from students' presentation

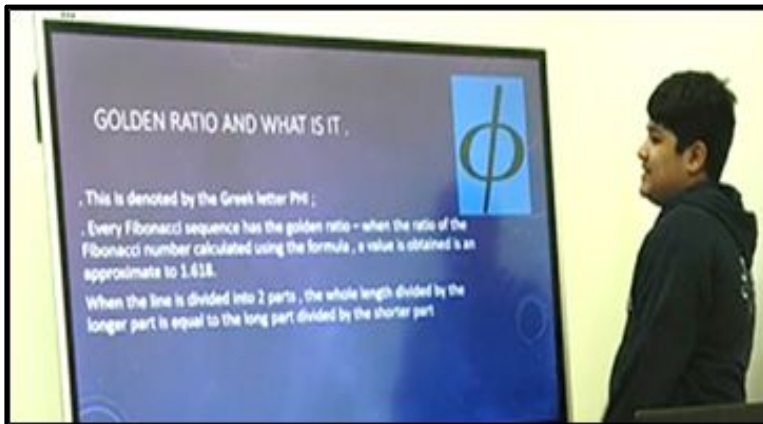
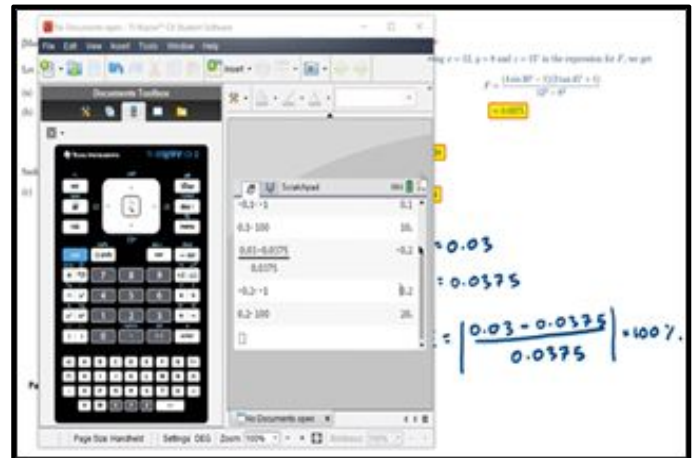


Rounding Numbers
5 or more, let it soar.
4 or less, let it rest.

Examples

	2DP	3SF
62,562.3418	62,562.34	62,600
0.005926	0.01	0.00593

Handwritten notes also show a number line for rounding and a sequence of numbers: 0.0001230045600, 0.0001230045600, 0.0001230045600, 1230045600.

Handwritten calculations showing the derivation of the golden ratio from the quadratic equation $x^2 - x - 1 = 0$.

$$x = \frac{1 \pm \sqrt{1 + 4}}{2} = \frac{1 \pm \sqrt{5}}{2}$$

The positive root is $\phi = \frac{1 + \sqrt{5}}{2} \approx 1.618$.

Handwritten calculations also show: $0.03 - 0.0375 = -0.0075$ and $\frac{-0.0075}{0.0375} = -0.2$.



MAI HL : During the Jumpstart week , IBDP students had been introduced to Mathematics Applications and Interpretation through an interactive and engaging activity. An activity on building the tower of Hanoi was conducted to engage students with real life applications of mathematics.

The students experienced and got the taste of the subject, its content and subject-specific assessment pattern.

Over the last two months the students have studied arithmetic series, geometric series, and matrix algebra. They understood the significance of mathematical financial models such as compound growth allowed computation, evaluation and interpretation of debt and investment accurately. They have also learnt some techniques for solving financial applications of geometric sequence using GDC. Further they went on to explore matrix algebra. They learnt that matrices allowed them to organise data so that they can be manipulated and relationships can be determined. As a part of formative evaluation, two class tests were conducted in the month of August.



An activity to analyse the best suitable way to calculate the minimum number of steps required on a triangular pyramid.



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VISUAL ARTS

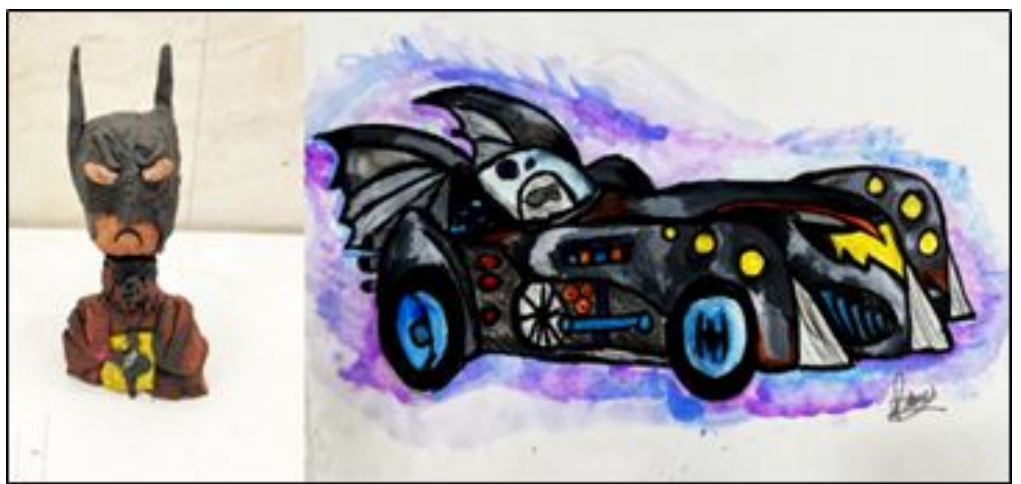
Students began the course with foundation skill development. They were introduced to drawing and sketching techniques and processes with the application of the same through their self portrait. They analysed portraits and also learned to express themselves through the exploration and experimentation of different mediums of pens, colour pencils, cell phone cameras (lens based medium) and materials. They also learned to create caricatures through the techniques of facial distortion in anatomy drawing.

Rishit sculpted a car model out of clay and Samuel created a 2D background for his project with Batman clay model as his main subject focus:

Samuel and Rishit created caricatures of themselves:



Students also learned to understand the concept and meaning of 'perspective' and 'interpretation' in art through the session of 'What is considered to be beautiful to you in art?'. They learned to appreciate the beauty and aesthetics of an artwork by sharing their perspective of their peers' opinions on the beauty in art.



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Students learned to express and communicate a part of their culture which is personal to them by creating a homage. They are learning that each individual may have an article or role model which has some significance to them.

Illustration by Samuel:

Students are also in the process of observational studies and space composition techniques. They are learning to illustrate a scene that they would imagine it to be placed in. These focus on the concepts of 'imagination', 'interpretation' and 'communication'.



THEORY OF KNOWLEDGE (TOK)

Jump Start Week

Theory of Knowledge (TOK) is a brand-new subject which commenced with learners grasping the term 'knowledge' and then discussion on "How do you know what you know"? The three Trolley dilemma scenarios were used to get learners to think critically at the outset of TOK course. They discussed, debated and presented their perspectives on the issues by highlighting the importance of ethics (KQ: What role do our own moral principles play in knowing about and acting in the world?) and made connections to real life situations (RLS) like the pandemic, World wars and combating terrorism. Through this ethical moral dilemma learners were introduced to the philosophical theories by Bentham and Kant. Several concepts were covered during the discussions like moral reasoning, altruism, moral absolutism, moral relativism/ self- interest theory etc.

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TOK Core theme: Knowledge and the knower

1. *Map is not a territory*: Learners were introduced to the unit by analysing the famous poem by John Godfrey Saxe 1816- 1887 The Blind Man and the elephant and making connections to problems in knowledge. Learners analysed several map projections like the Mercator, Hobo-dyer equal area, conceptual maps, graphical enhancement map etc. This analysis led to discussions on contrasting conceptual schemes, the legacy of history in our knowledge, the association of knowledge with power and map as a metaphor for knowledge. (BQ: How is current knowledge shaped by its historical development?)

2. *Knowing that..... Knowledge claims*: Learners gained understanding of the Types of claims: First order and second order claims and identification of claim statements. A drill work was conducted on recognition and identification of TOK terminologies.

TOK Framework: Ethics

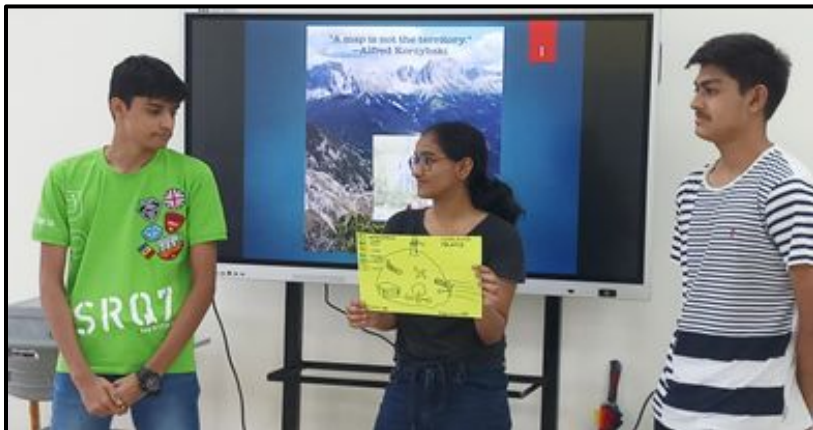
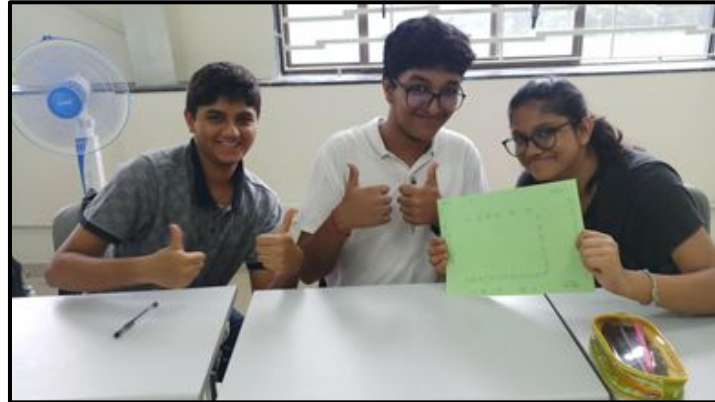
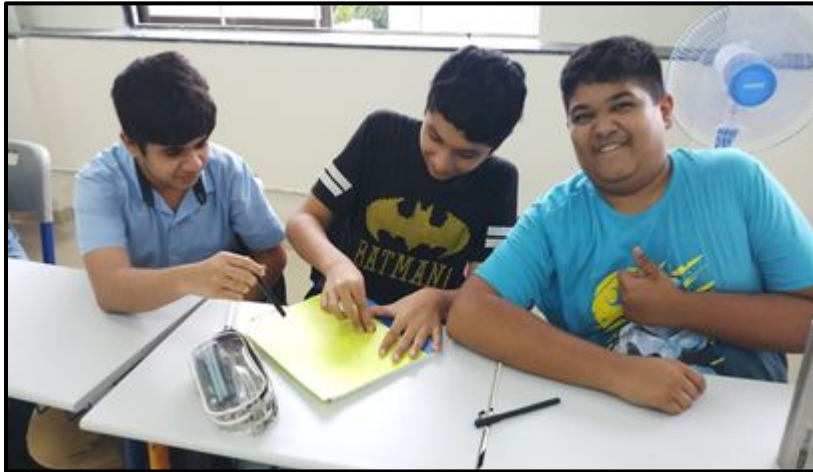
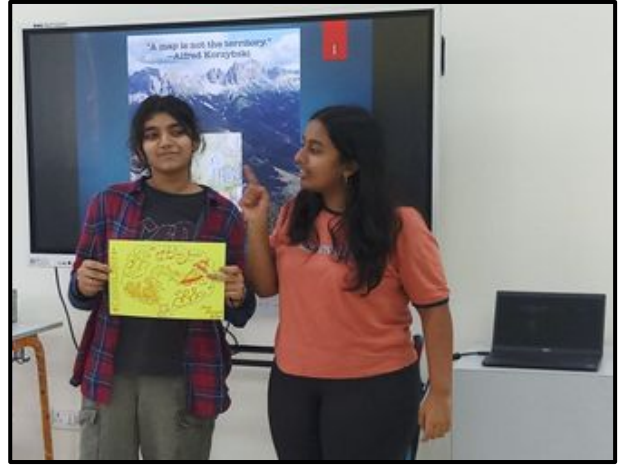
Game: The Ethicist- Learners engaged in a digital game through a pair activity. They debated and discussed their own perspectives as they investigated various ethical and moral reasoning issues. They used reflection and peer review to assess their own performance.

TOK Exhibition: Object demo

A series of sessions were organised where the teacher exhibited objects and made relevant connections to an IA Prompt, TOK concepts, RLS and TOK framework. The objects were taken for the real-world context which demonstrated thinking skills and research through the critical examination of the KQ 'What counts and good evidence for a claim, and tried to develop relevant, clear and coherent arguments. Students evaluated the teacher through a rubric, gave general feedback and completed a VTR – 3-2-1 bridge.

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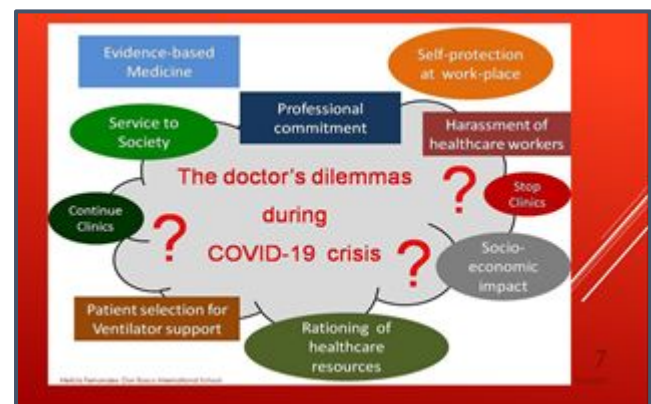
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COFFEE WITH ME

A 'Coffee with Me' session was organised for parents of grade 11 students on Friday, July 15 at 4:00 pm. A discussion on "What is the difference between Knowledge, Understanding, and Wisdom?" served as the prelude to this interactive workshop. The main goal of this workshop was to give parents an insightful knowledge about the IBDP core subjects and a comprehensive understanding of Theory of Knowledge as a flagship element of the Diploma Programme. The TOK programme promotes scepticism of knowledge itself and encourages learners in making sense of what they encounter in the world.

Parents were given a variety of simulated tasks based on perception, viewpoints, and value judgments to understand the issues and complexity of knowledge in order to obtain a thorough understanding of TOK. Last but not least, the parents took part in the Trolley Problem Dilemma. They put their thinking hats on and candidly shared their thoughts on the three moral dilemmas. The three problems were a wonderful intellectual puzzle that allowed connections to be drawn between utilitarianism and deontology, the moral dilemma faced by leaders and medical professionals during the pandemic etc.



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EXTENDED ESSAY(EE)

The students had sessions for Extended Essay. The importance of Extended Essay in IBDP was highlighted. The students were introduced to DBIS norms for EE. They explored research skills by exploring a clipping of a movie, The Man Who Knew Infinity. This film explores how Indian mathematician S. Ramanujan proved his theories in a foreign educational context. The students were encouraged to start thinking of a subject and a topic that interests them over the course of term 1. The importance of the IBDP Core was highlighted and how it helps in developing 21st century skills and learner profile attributes. The students have also been introduced to the DBIS Academic Integrity Policy

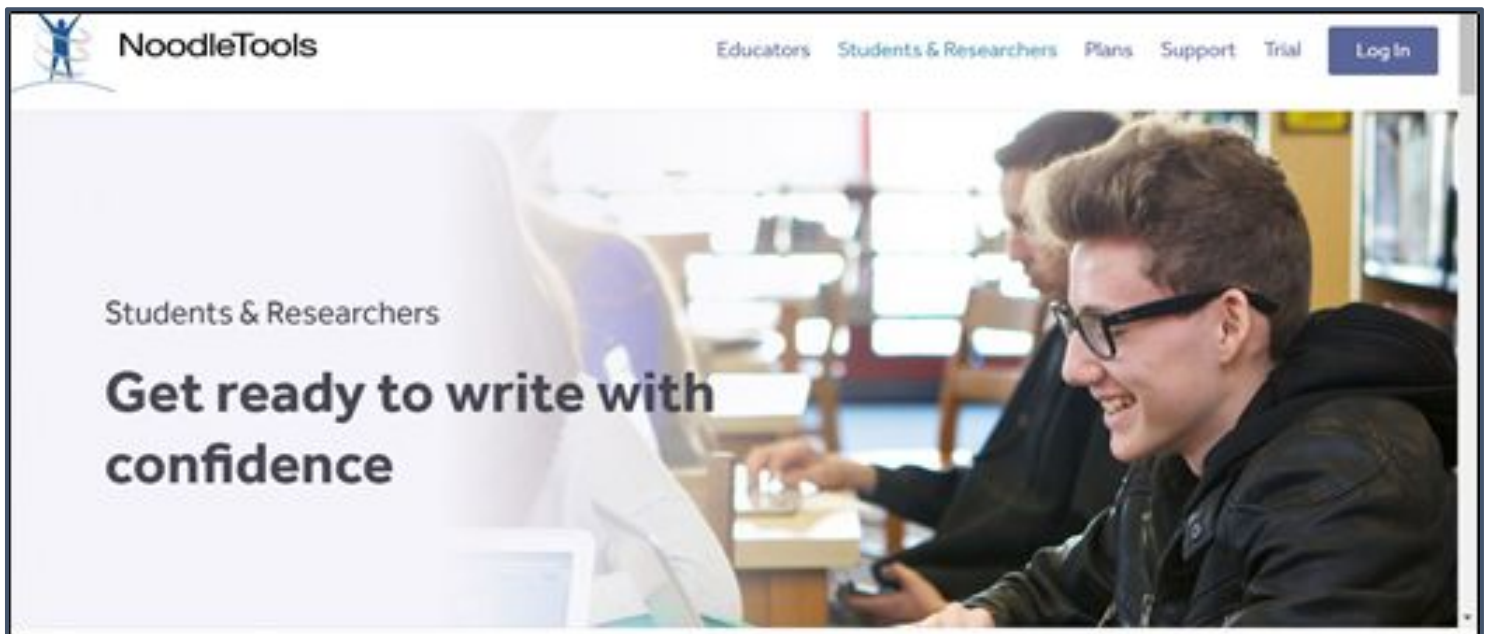
EBSCO training workshop

The students were also trained on the school's subscribed database of resources, EBSCO. It offers collections by subject area and helps students target their research and hone in on the results they need. Mr.GK Upadhyaya, Sr. Training Manager of EBSCO Information Services had conducted the workshop.



Citation workshop

IBDP Year 2 student Nakul Suthar had conducted a training workshop for the students on the MLA citations. He also touched upon why we should cite and took a demo walk through of noodle tool, the platform for creating citations, a school subscribed tool.



CAS (CREATIVITY, ACTIVITY AND SERVICE)

This year began with a plethora of experiences for the IBDP year 1 students. An overnight retreat was organised for the students where they were exposed to the core of IBDP i.e. Extended Essay, Theory of Knowledge and Creativity, Activity, Service through two days of fun activities and experiences ranging from an obstacle race to a tie-dye session.

To build empathy, the employees of Cafe Arpan were invited to the school. They presented the day in their life and brought forth the humane side of people with different abilities. The session was interactive and heartwarming.



At DBIS, we try our best to give a variety of experiences in creativity, activity and service.

Creativity:

The students have been learning tile making, mould making and jewellery making from Ms. Leena Vaidya. They create their own pieces and would be selling them to gather funds for a cause of their choice.

Activity:

The students have weekly activity sessions where they pursue their personal fitness goals through activities like cycling, yoga and gym.

Service:

They students visited the St. Stephen's School for the Deaf and the Aphasic where some of them taught origami while the other set taught Scratch to their middle school students.

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Overnight stay



Mould making workshop



Students learning origami to teach at St. Stephen's School

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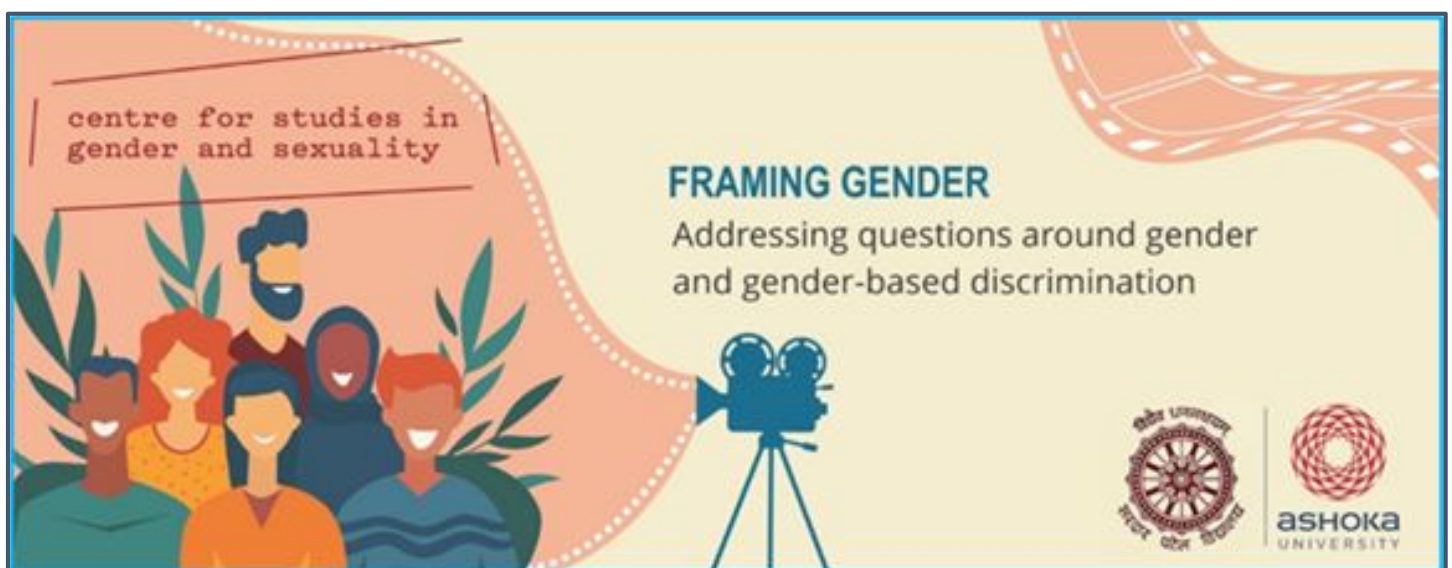
CAREER AND COLLEGE COUNSELLING

Introduction to Cialfo - Application Management Platform

This session was planned for the grade 11 students to effectively use the application platform. We went through an Introduction to Cialfo, Platform Navigation & using the features. Lastly students were also encouraged to make use of the platform to track and register for the upcoming university visits and sessions organised.

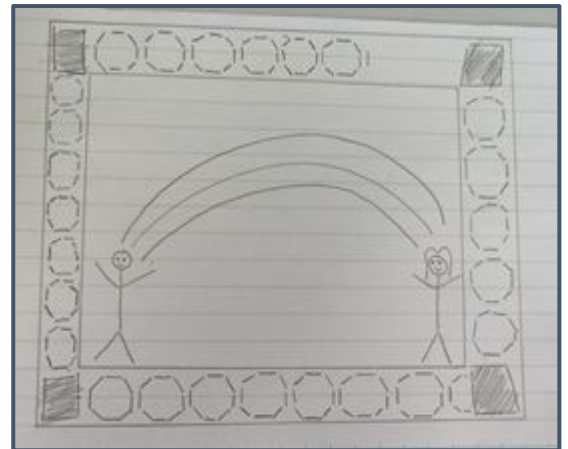
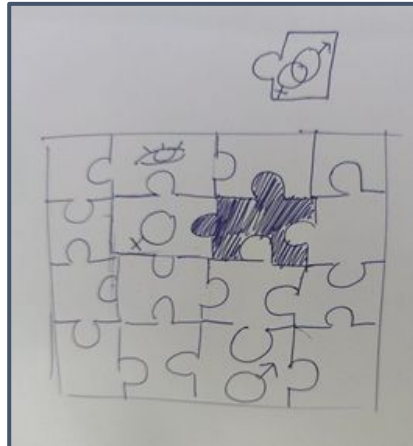
Framing Gender

The IBDP Year 1 students attended an interactive workshop on Identity and Framing Gender. It was facilitated by Charul Mehndiratta from Centre for Studies in Gender and Sexuality, Ashoka University. The workshop covered the following topics: 'Gender Identity - Understanding Gender as a Spectrum', 'Queer Identities - Creating a Diverse Understanding of People and Media - Looking at how different identities are seen in popular movies and how they perpetuate stereotypes'.



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The New Emerging Career in Design:ATLAS University Visit

Don Bosco International School invited Prof. Bulbul Chaudhary, Pro Vice Chancellor from Atlas Skilltech University to talk on ‘The New Emerging Career in Design’. It was a vibrant interactive session with our students and she has very well portrayed how design is not just what it looks like but how it works.



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Canada University Fair

On 3rd August, DBIS had its first university fair with a focus on Canadian universities. The parents and the students got an opportunity to meet the representatives and ask them in person about the admission process. The participating universities were Queen's university, University of Ottawa, York university, Ontario Tech and Toronto Metropolitan University.



Visit by University of British Columbia, Canada and Jacobs University, Germany

17 August 2022: Ms. Tanushree Bhattacharya from the University of British Columbia, Canada and Ms. Nicoleta Dvornicov from Jacobs University, Germany visited our campus. The session touched upon the campus life, admission process and the scholarship options.



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MULTIDISCIPLINARY LEARNING ENGAGEMENTS

Retreat in school

At DBIS we constantly endeavour to provide students the platforms and learning engagements to develop the heart, body, mind and soul for overall integrated development.

The students were provided an overnight retreat in the school premises from 15th to 16th July 2022. This retreat had been planned to enlighten the students about the IBDP Core (Theory of Knowledge, Creativity, Activity and Service and Extended Essay). The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The students participated in Group Obstacle Challenge which helped them to understand time management and SMART goal setting principles

They also participated in Six word story activities to build communication, critical writing and research skills. The night time was the Movie Party in the AV Room followed by the Socratic Discussion.

The following morning was about Mindfulness and Zumba. Post breakfast the students participated in the Skill based art workshop. Post lunch it was followed by movement as an expression.

The overnight stay addressed the intellectual, social, emotional and physical development of the students.



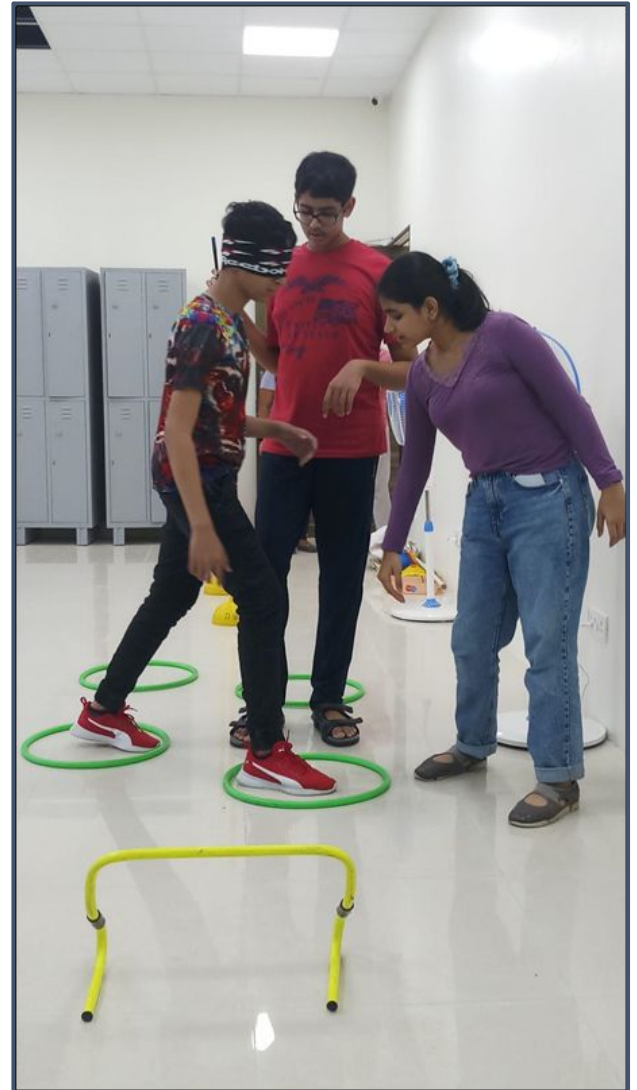
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EMOTIONAL WELLBEING SESSIONS

As a part of an emotional wellbeing session, Ms. Bindu, our school counsellor, conducted a time management session for the students. Ms. Bindu covered, meaning of time management, benefits, effects (positive/negative), poor time management, psychology behind the same, reasons and action plan for efficient time management for maximum effective productivity.

A goal setting in collaboration with the PE faculty was also facilitated, movement as an expression and therapy was also conducted for the students.



Science Safety Norms

The group 4, science teachers, Ms. Anupa, Ms.Ritu, Ms. Sowjanya, and Ms. Jenecia had planned a humorous role play to demonstrate the paramount safety norms that the students should be careful about while working in the labs. The students were then asked to come up with the Dos and Don'ts while conducting experiments in the labs.

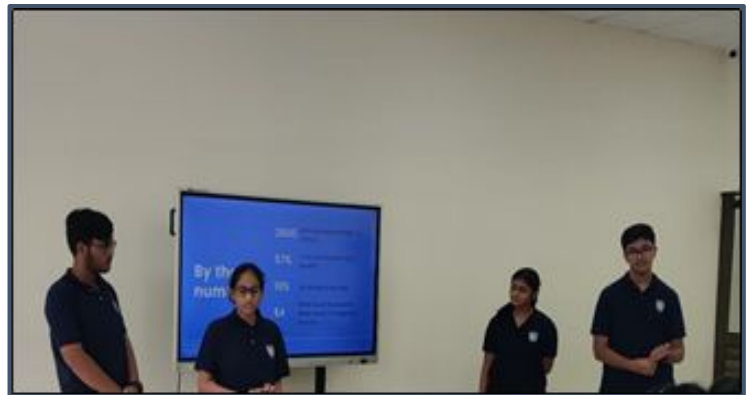
The fun filled session highlighted the importance of safety protocols.



Circular Economy Project Economics and ESS

ECONOMICS AND ESS

Economics and ESS students presented their projects for circular economy, a multidisciplinary Economics and ESS. This was an assessed project where the students had to present their action plan to encourage participation in the principles of Reuse, Recycle and Repair. The students presented their plans on creating tote bags from used Tshirts, e-waste collection drive and a website for primary students to exchange their used toys and



Visit to Khalsa College

Biology and Art

Ms. Hina Shabnam facilitated a visit to Khalsa college where the Biology students met the professor and worked on agar plates to create art works. This multidisciplinary visit helped students realise that art exists in all forms of nature.



AWARDS AND ACCOLADES

Kartik Bhatia was awarded the best director at Toshiba Future Forward Commission in the 9th edition of the Young Entrepreneur's Conference organised by the Doon School.



DBIS team won the second prize in Tug of War at Inter-school Billabong competition. **Vishnu Nagpal** participated in this team challenge.



IBDP Happenings.....

Circular Economy by Economics and ESS

CIRCULAR ECONOMY



IBDP Year 1 students cordially invite you for the action plan of Economics and ESS project

Wednesday, 24th August

Time : 10:15 am

Venue: Grade 11 (IBDP)

Canada University Fair



DON BOSCO INTERNATIONAL SCHOOL

Invites

**Students and Parents
of Grade 9, 10, 11 and 12**

@

**CANADA UNIVERSITY
FAIR**

Date: 3rd August 2022 | Time: 8:30 - 10:00 am

Venue: Bianchi Hall



uOttawa



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Learn Innovate Transform



“Education is a matter of heart”-Don Bosco

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