

IBDP

NEWSLETTER

Grade 11

SEPTEMBER & OCTOBER

Volume:2 Issue:2



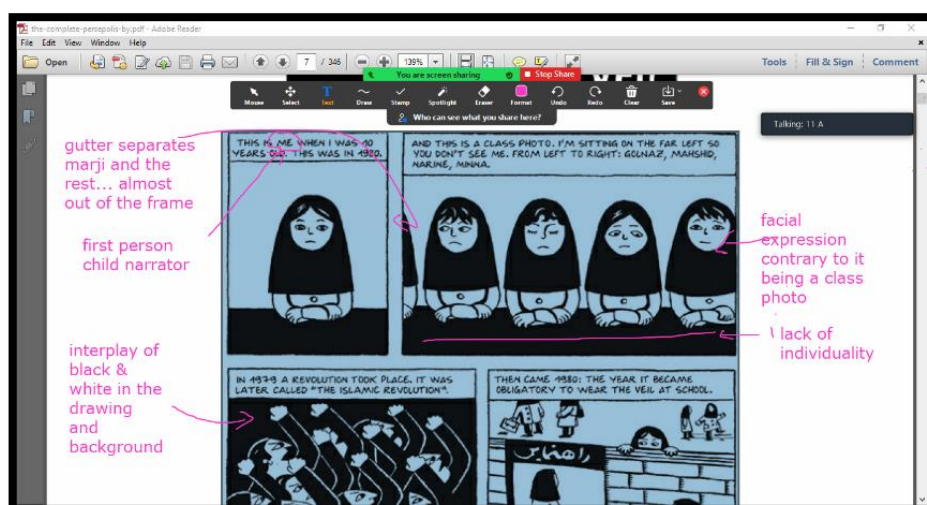
EVENTS

- **17th September 2021**
Genius Hour
Culmination
- **22nd September 2021**
EBSCO training
session
- **4th October 2021**
Virtual Panel Discussion:
Business Management
- **22nd October 2021**
IBDP Talent Show

ENGLISH A:LANGUAGE AND LITERATURE

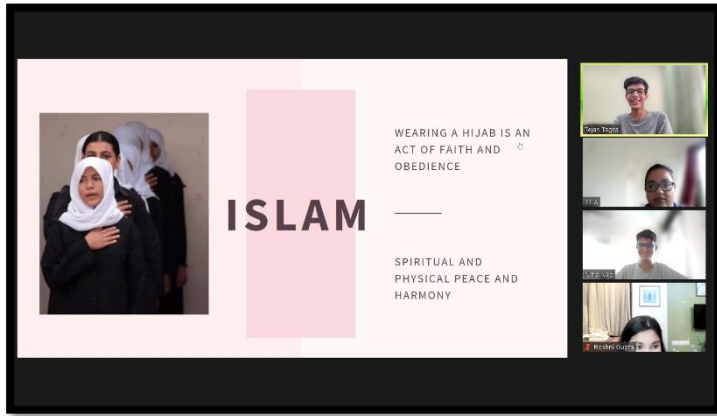
The students began the month of September with a class test on Quizziz to assess their knowledge of the various terms and concepts discussed in class. They then began reading and annotating the novel, *Persepolis* by Marjane Satrapi, and developed their notetaking skills further by applying various strategies. To understand the political implications of the novel, a presentation was made on the contemporary Taliban take over of the Afghanistan government and also, the religious meaning of women wearing headscarves across many societies. To better understand the author's own struggle with a changing political and social system a presentation was made on how the author discusses her work, *Persepolis*, and the various themes in it.

In October, students were introduced to the literary assessment of Paper 2. They wrote their own responses after meticulously analysing the marking criteria and working on their essay writing skills. The HL students progressed through the novel, *The Handmaid's Tale* and attempted a comparative literary analysis.

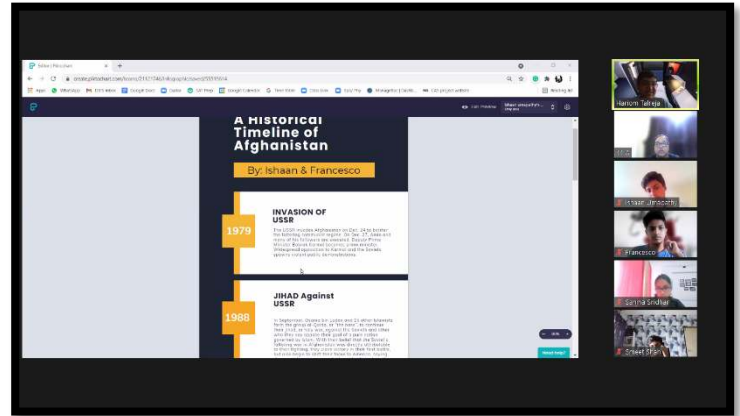


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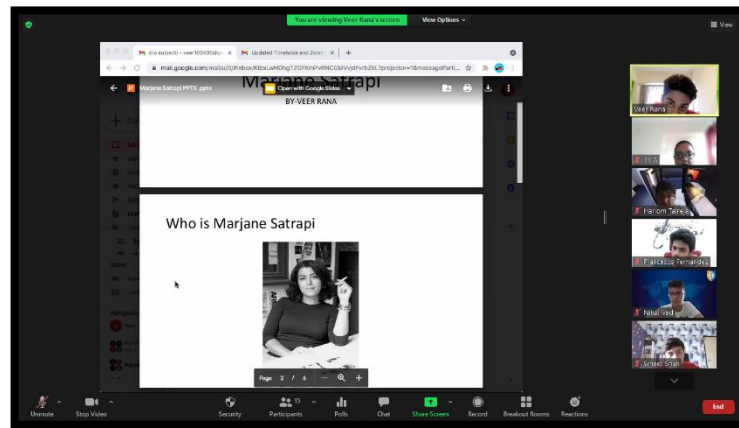
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Roshni's presentation on the hijab



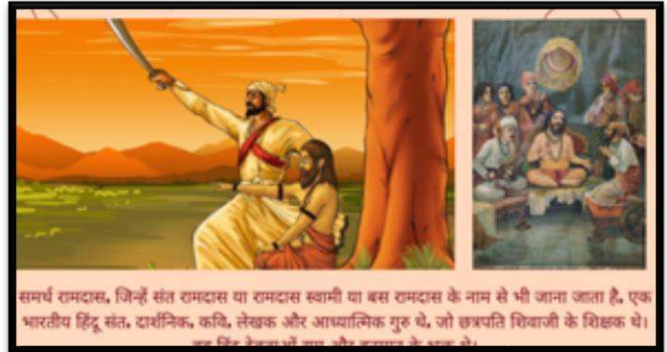
Ishaan & Francesco's presentation on the Afghanistan conflict



Veer's presentation on the author

HINDI B

We continued exploring the theme 'सामाजिक संस्थाएँ' in depth and learnt more about the subtopics - social relationships, the working world, education, and laws. The students researched and presented the history of 'गुरु – शिष्य परंपरा' and its impact on personality development. We started our next theme 'मानवीय- सूझबूझ' and learnt about 'मनोरंजन' in detail. Students practiced various listening tasks to understand the above themes. The students also developed their writing skills by learning the art of blog, email, and diary writing. Their oral skills were boosted by training in a structured way for DP requirements. We discussed the examination format and revised all the concepts to prepare for the first summative exam.



Presentation by student- 'गुरु –शिष्य परंपरा'



Starter activity for subtopic- 'मनोरंजन'

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SPANISH B SL

In the month of September, students continued exploring the topic ‘La educación y el mundo laboral - education and working world’ under the theme ‘;Organización Social - Social Organization’. Students got an exposure to various written and spoken texts which talked about students sharing their opinions about teachers who changed their life in school years as well as experiences of teachers which helped them to grow in their professions. In the month of October, we tuned in to the theme ‘Experiencias – Experiences’ and the topic – ‘el ocio y las vacaciones - Leisure and vacations’ by describing pictures and recapitulating vocabulary related to the topic. Students got a gist of the internal assessment through a picture description activity followed by a round of critical thinking questions.

To enhance their productive skills needed for paper 1, students were introduced to four text types, formal and informal correspondence, blog, and a diary entry. They learned to identify the appropriate text type for the given question by comprehending and analysing it through the context, audience, and purpose. Following are a few glimpses of the activity.

Formato para Diarios

1. Tips: In the AB Initio Course Activities and in the Written Assessments remember to always include the following items in a diary entry:

- Date (in Spanish format: 8 de marzo de 2011)
- Opening line
- Introduction (short, precise, informal, personal, in first person)
- Body (informal, personal, in first person)
- Closing line (informal)
- "Farewell" line (informal)
- Name or signature of person writing the entry (in Spanish)

h. Note: If the instructions specify that any other information should be included in the entry, make sure you include it.

****Diary entries should always be informal, personal and written in first person (yo).**

Diary Entry Sample & explanation below

2. Diary Entry Sample:

8 de marzo de 2011 ← Date

Opening Line
Querido Diario:

Introduction
Es invierno y temporada de fiestas. La Navidad fue fenomenal, por eso quiero hablar de ella.

Body
Me encanta la Navidad, es mi festividad favorita.

Closing Line
Creo que es todo por ahora.

Farewell Line
Hasta la próxima,

Spanish Name
Camila

El Blog

Las mejores playas de España

1. Playa de Rodas (Galicia)

Comenzamos por una playa que, en 2007, fue nombrada la **mejor playa del mundo**, obviamente es un buen comienzo. Pero después a un lado el granito, el año pasado tuvimos la oportunidad de **viajar a las Islas Cícer** y pudimos disfrutar con todos nuestros sentidos. El veredicto es: amor a primera vista.

El único punto negativo es que la apariencia cambia de las aguas, a la hora de la verdad, es más andrúxica que otra cosa (la verga, qué Párra). Recuerda que para visitar la tienda que sacaste un permiso. En **2007** pasó lo lo replicamos todo.

2. Playa de los Muertos (Andalucía)

De una playa que no está a varios cientos de kilómetros de distancia a otra que tenemos al lado de casa. **Wol** cerca del Calle de Sate nos permite darnos un chapuzón en algunas de las **zonas** **playas** **de Andalucía**, y **sigue** **gran** **antagonista** en la Playa de los Muertos.

Para llegar tendrás aparcar en la zona custodiada (no dejes el coche en la carretera, que se han dado casos de robo) y bajar por un sendero que transcurre por la ladera de la montaña durante unos 15 minutos. Abajo de estarás esperando una enorme **playa** **de** **pequeños** **carros** **rodados** y **aguas** **crystalinas** de una claridad impresionante.

Consejo: antes de ir echá un vistazo al **estado de los vientos**, si sopla fuerte el levante puede que la experiencia no sea tan agradable y...

Deja un comentario

Tu dirección de correo electrónico no será publicada. Los campos obligatorios están marcados con *

Escribe aquí...

Oportunidad para responder sobre el texto

Identificar el tipo de texto

- Receptor
- Contexto
- Propósito
- Requerimientos

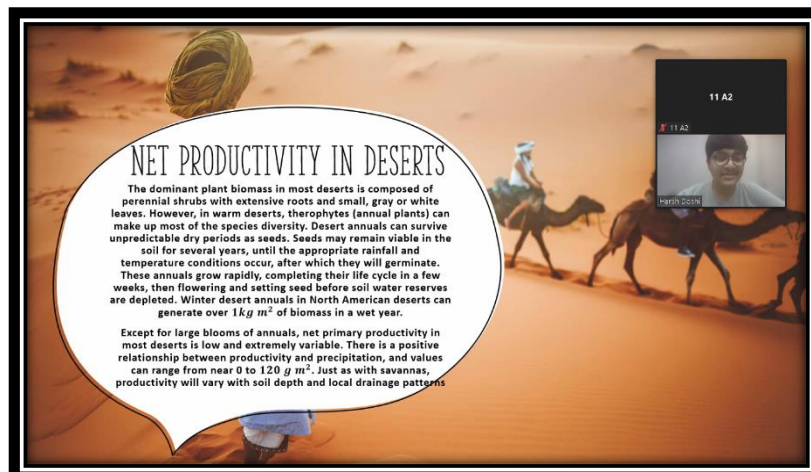
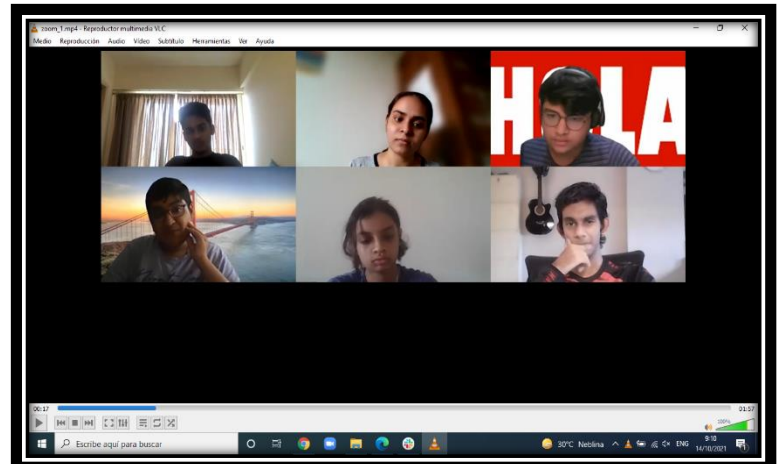
Estás interesado en participar en un programa de intercambio en un país hispano para mejorar tu español. El programa lo ofrece una institución local que cuenta con una amplia experiencia en la organización de estos intercambios de idiomas. El año pasado hiciste un intercambio con otra institución y tu experiencia no fue positiva. Por lo tanto, necesitas conocer con certeza una serie de **datos** para poder decidir si es lo que estás buscando. **Escribe** al responsable de comunicación de la institución comentando tu experiencia anterior y pregunta en detalle sobre cómo es este programa (opciones de alojamiento, clases, actividades o excursiones diarias, monitores, vuelos, precios, etc.).

Blog
Correo electrónico
Correspondencia formal

Students appeared for their first formative assessment in Spanish in the month of September. The question papers and mark schemes were discussed and shared with them on managebac. They appeared for their first summative assessment in the month of October.

SPANISH AB INITIO

Students appeared for the first formative assessment while preparing for the first summative assessment. They dived into the themes of 'Identities' covering the following sub themes: personal attributes, personal relationships, food and drinks, and physical well being, and under the theme of 'Experiences', they learnt about - daily routine and leisure time activities. To be able to gather all the vocabulary and form meaningful sentences they learnt and revised the gerund (-ing) form, also known as the present continuous tense. They also practiced the concepts learnt in the first formative assessment, like the present regular and irregular verbs, gustar type verbs and reflexive verbs conjugations, the definite and indefinite articles, gender noun agreement, ser vs estar and the comparisons. Students described pictures, conducted dialogue presentations, solved reading texts, wrote articles, letters, emails, personal diary entries, a message or a note, a blog and a postcard. We also discussed which form of text is appropriate for which situation, and listened to podcasts and solved grammar and vocabulary questionnaires. They also looked at cultural specific traits based on the themes that may be used as references in the oral exam. There were regular reading, listening, writing and speaking activities conducted for a holistic development of their language skills.



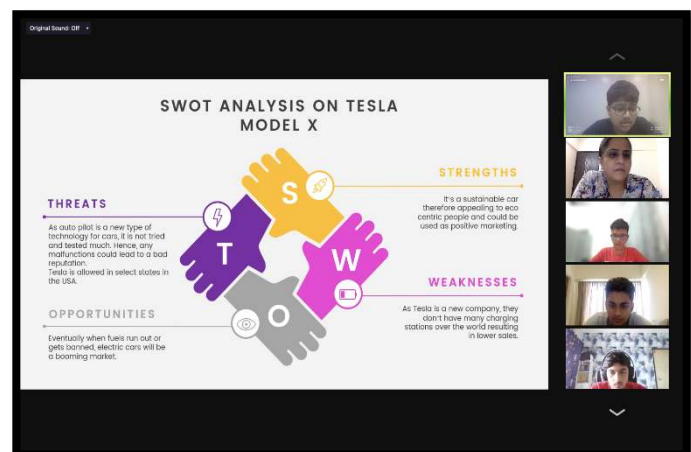
BUSINESS MANAGEMENT

In the month of September the topic of Organizational Objectives was introduced through a group activity where students explored the DBIS website for understanding the mission and vision statement of the school and analysing the mission statement by stating examples of how DBIS is achieving its mission and what strategies could DBIS incorporate in order to achieve its vision in the future.



The IB learner profile of being principled was applied while exploring the topic of ethical objectives through a scenario where “A teacher drops her wallet in the corridor without realising it has fallen and when there is nobody around. What should you do? The discussion brought forth the moral principles of sympathy, empathy, integrity, justice, conscience and loyalty.

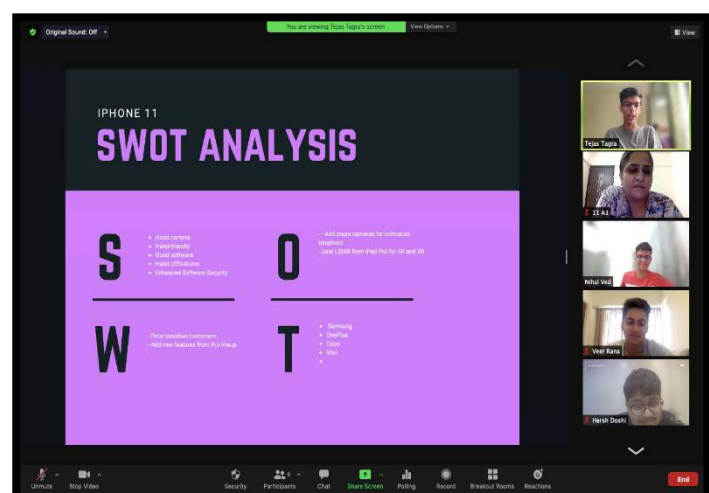
Post understanding the business decision-making tool of SWOT analysis students in a group activity applied the concept to an actual product of a company and prepared and presented a SWOT analysis for the same.



Group 1- SWOT of TESLA Model X Car

The topic of the external environment was explored through discussions over organising a list of different factors affecting business organizations under the various headings of STEEPLE.

‘Growth and Evolution’ topic was explored by watching a story of growth on how Starbucks became a \$80B business. Students also saw an interactive Historical data Fortune Global 500 video on the top 10 Biggest Companies In the World by Market Capitalization from 1996-2020.



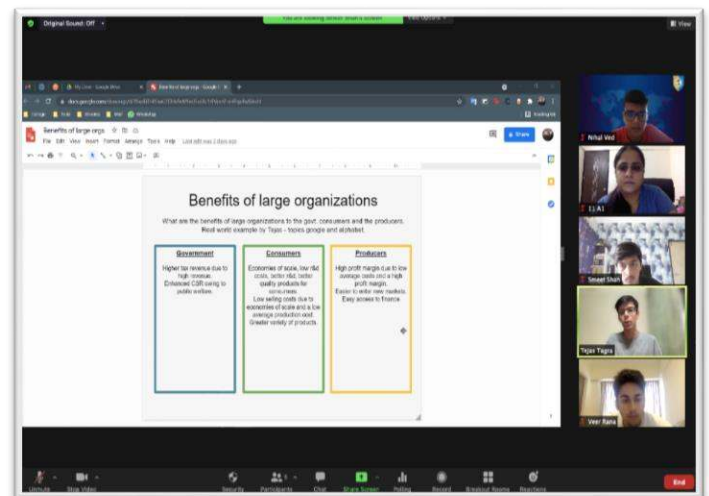
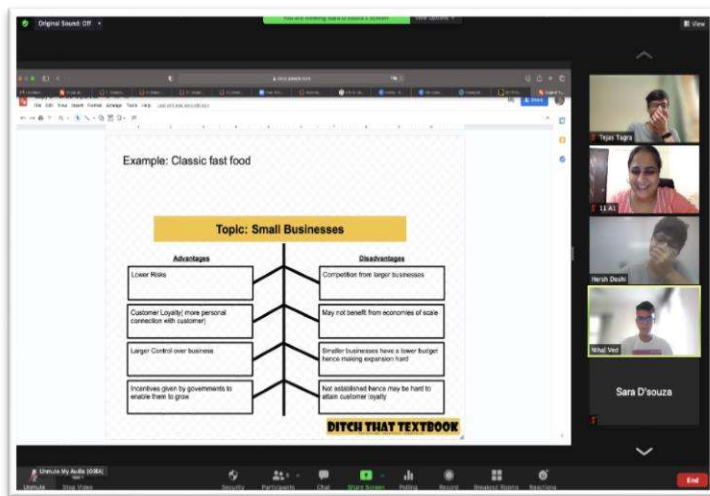
Group 2 -SWOT of Apple's Iphone 11

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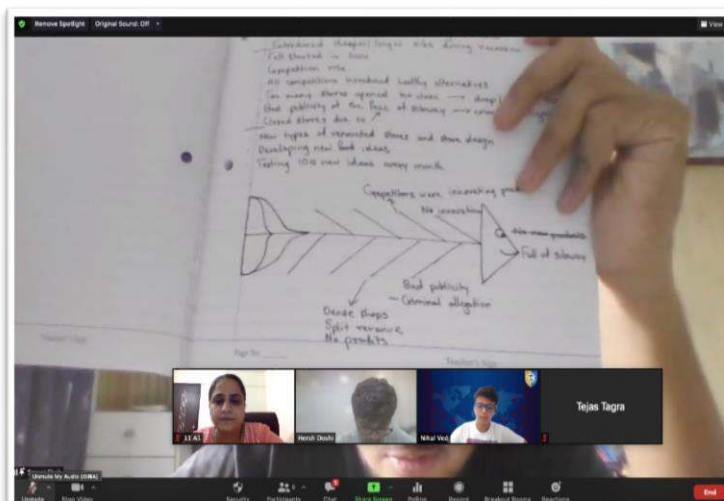
Students played a fun quiz on the evolution of famous brands and products and discovered interesting insights on certain brands. To understand the concept of external economies of scale, students saw an interesting BBC video of Australia's longest-ever grain train carrying 5000 tonnes of wheat.

Students created graphic organisers in groups to explain the concept of small versus large organizations along with examples of real world business organizations such as Alphabet and its subsidiaries.

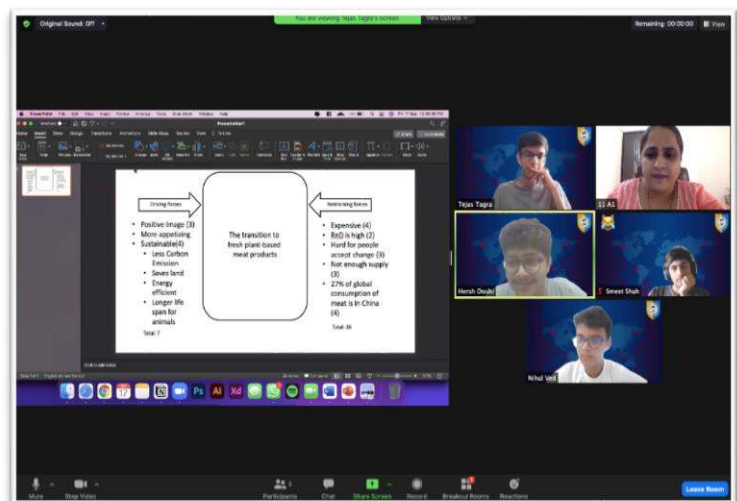


The concepts of Globalization and MNCs were introduced by seeing the trailer of the documentary movie Supersize Me which was an adaptation of author Eric Schlosser's Book- Fast food Nation-The Dark Side of the All American Meal. Students through the flipped classroom method, as a part of their formative task, presented the topics of Globalization and MNCs with Kahoot Quiz and Brainstorming activities on menti.com.

For the HL topic of Organizational Planning tools students constructed a Fishbone Cause and Effect Diagram to show the causes behind Subway's decline from the Business Insider video case study on the rise and fall of Subway. They also constructed the Lewin's force field analysis model for Butcher's Block by taking inferences from the video case study on the rise of plant-based meat in China.



Fishbone Diagram showing causes behind Subway's decline



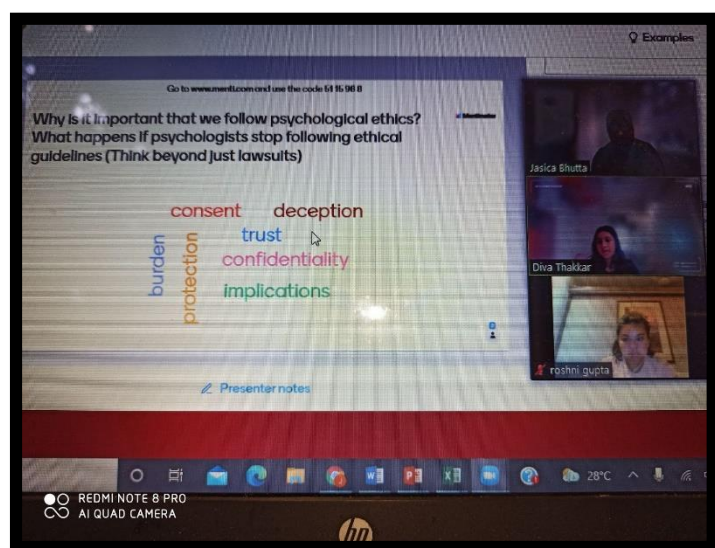
Lewin's-Force Field Model for Butcher's Block on the case study of rise of plant-based meat in China

ECONOMICS

Economics class activities, discussions, and debates were exciting for this term for the students as they developed the skill of evaluation. Through the topics of critique of the maximizing behaviour of consumers and producers, elasticity of demand and income, and elasticity of supply the students viewed economics from the lens of various stakeholders in the market economic system. Learning was enhanced through the stimulus material of news articles and videos on various topics.



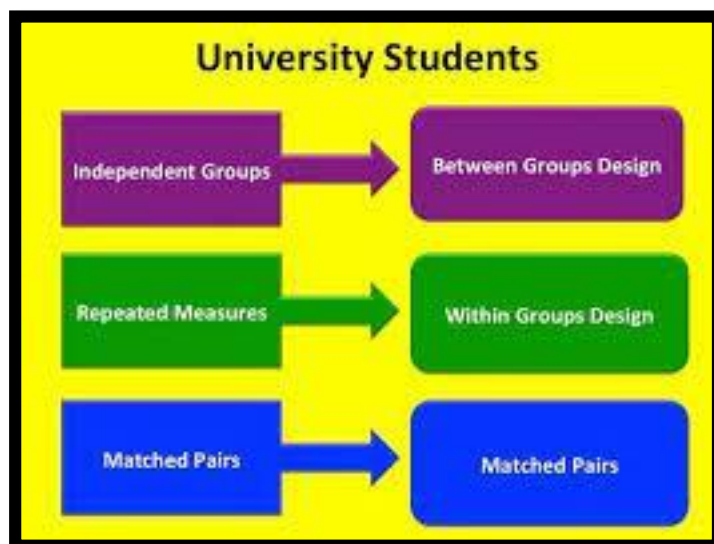
PSYCHOLOGY



In the months of September and October, students looked at the ethical aspects of psychological research. This brainstorming was crucial to understand why and under what circumstances animal research is permitted. Associated with attraction, they also analysed the importance of smell via pheromones and its biological emphasis on human mating choices.

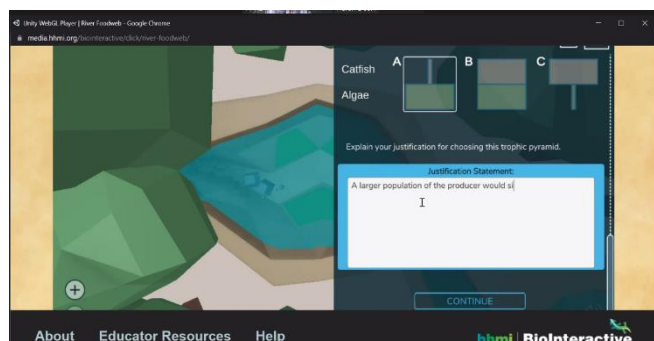
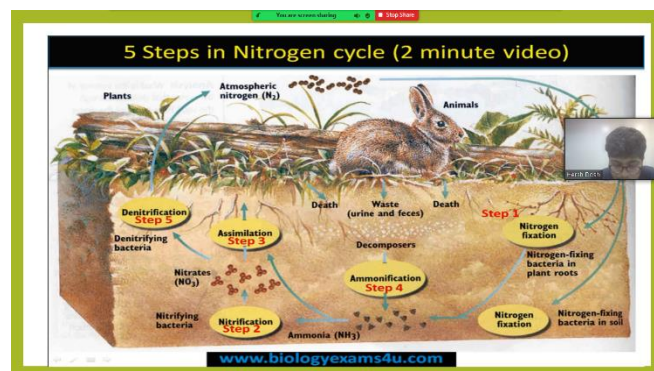


As part of their pre-IA preparations, they explored the different research designs- Repeated Measures, Independent Measures and Matched Pair designs, designing interactive presentations for the teachers.



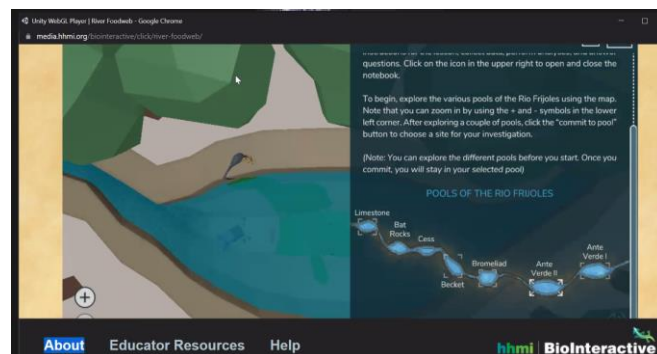
ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

Grade 11 students learnt the nomenclature of species and their interaction with the biotic and abiotic components of the environment. They realized that it is very important for an ecosystem to not cross its carrying capacity. They discussed the significant role of photosynthesis and respiration in the flow of energy in communities. They explored the food webs, chains and pyramids using online simulators. They created system diagrams to show energy flow through the ecosystem. Hhmi biointeractive, was used to explore various pools of 'Rio Frijoles' where they counted the number of catfish and herons, and measured the biomass of algae. These were later used to construct a pyramid of biomass. The students presented a case study on contrasting biomes and the factors that influence the organisms in those biomes. They learnt the role of succession in the development of a community overtime. They learnt intertidal zonation through a video lesson. They evaluated the differences between r and k selected species and categorized the unknown species into r and k types based on their features.



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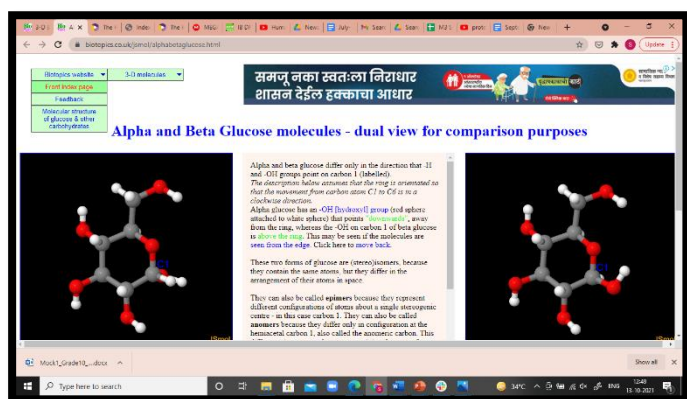
BIOLOGY

September began with students discussing various theories of origin of cells and the development of the first organic molecules on earth. They built on their previous knowledge of mitotic cell division and studied about the interphase and its control by the cyclins. Through an online activity they practiced identifying different mitotic phases.

The students then started the new unit on Molecular Biology by drawing molecular structures of glucose, ribose, amino acids and fatty acids. They studied the different molecular structures using an online software.

They also learnt to draw the nucleotide chains in DNA.

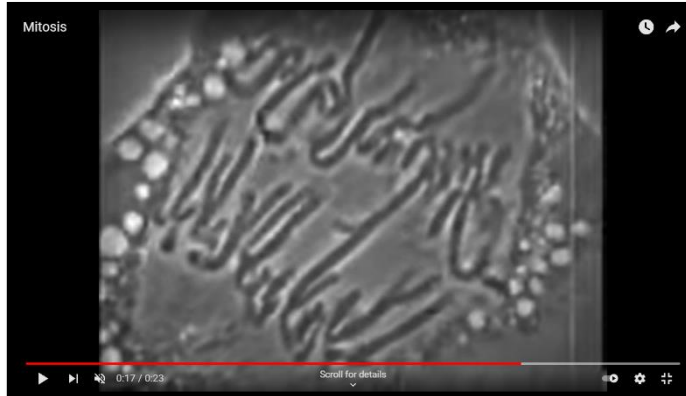
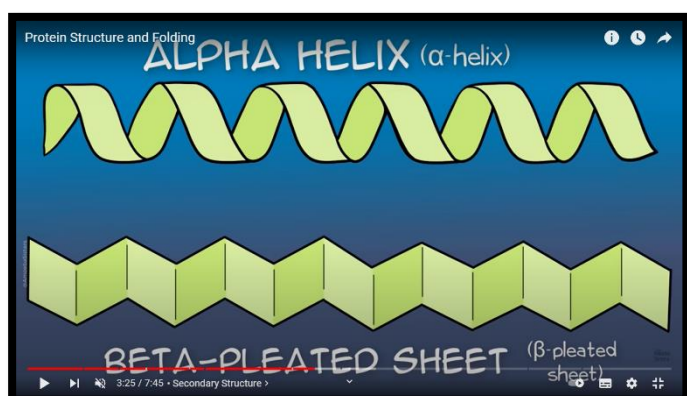
Different levels of protein folding were discussed in detail and the relationship between protein structure and function were elaborated upon.



3-D interactive structures of Biological molecules

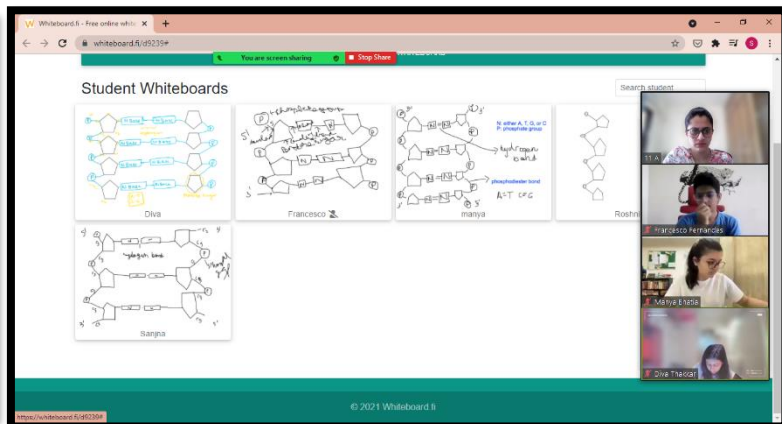
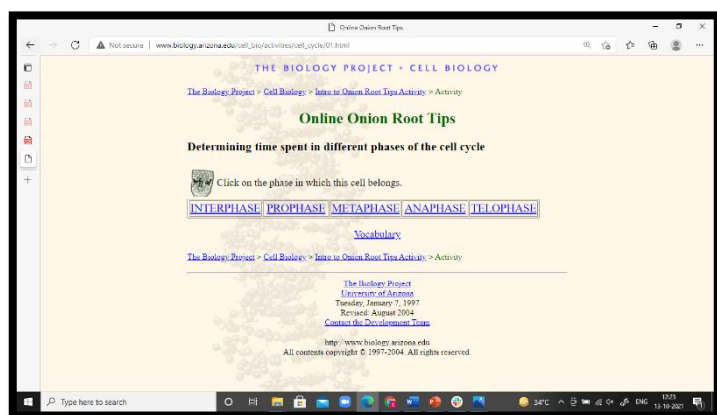
In JSML format. Click to see/hide background information

CARBOHYDRATES	
Monosaccharides	glucose, alpha and beta glucose, fructose, ribose, deoxyribose, N-acetyl-glucosamine
Disaccharides	maltose, cellobiose, sucrose
Oligosaccharides	inulin
Polysaccharides	amylose (another form of amylose), amylopectin, glycogen, amylose-iodine complex
AMINO ACIDS	20 amino acids



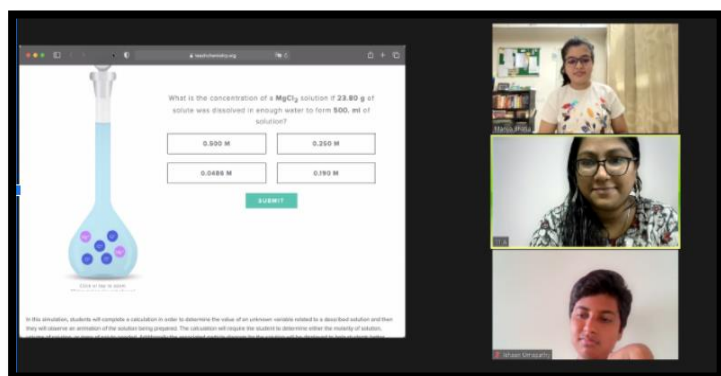
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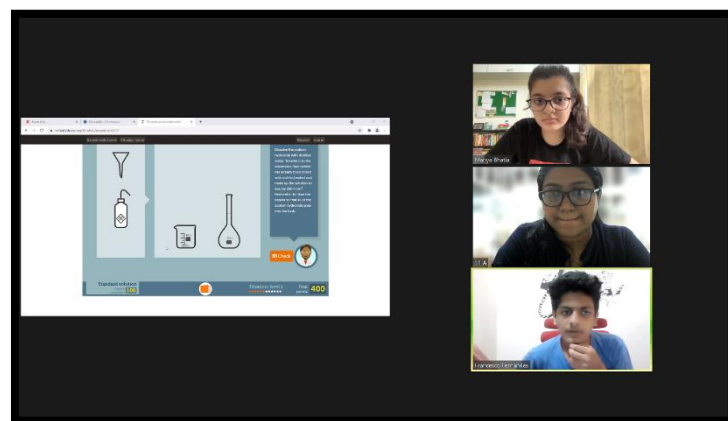


CHEMISTRY

In the month of September, we started with the topic of Periodicity. The newer concepts were understood without much difficulty and we had a productive group discussion on how these properties affected periodic trends. To understand the Crystal Field Theory in octahedral complexes the phenomenon was explained in the form of a story narration. Students also performed a simulation on how to prepare a standard solution and titrate it against the solution of unknown concentration. A quiz on preparing standard solution was conducted too. Revision before the assessments was done as a group activity.



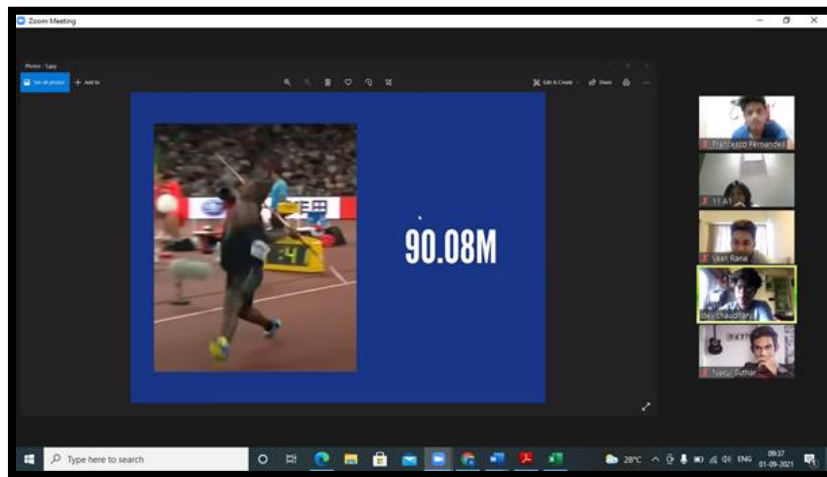
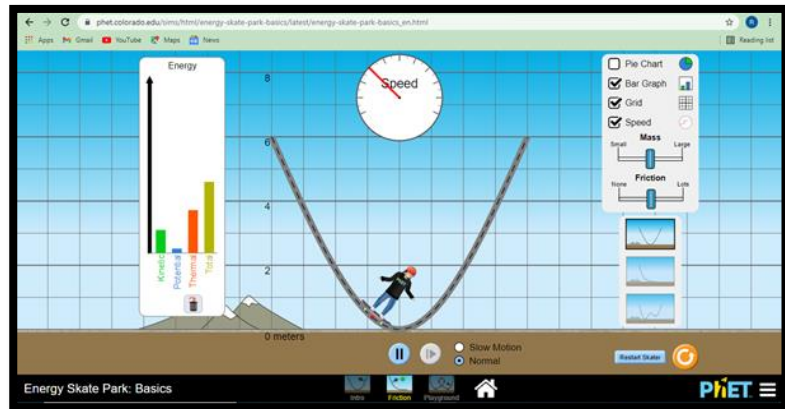
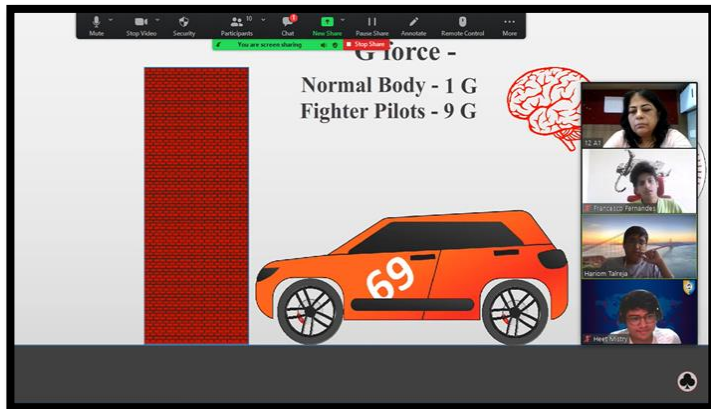
Quiz on Preparation of Standard Solutions



Online Simulation on Acid Base Titration

PHYSICS

In the month of September the students were introduced to the topics on Forces, Work Energy and Power, Momentum and Impulse, and Collisions were done. A discussion on the safety features of a car was also done. Discussion of the first formative assessment paper was done and revision on topics covered was done extensively. Quiz on topics covered was attempted by all students and the responses were reviewed.



COMPUTER SCIENCE

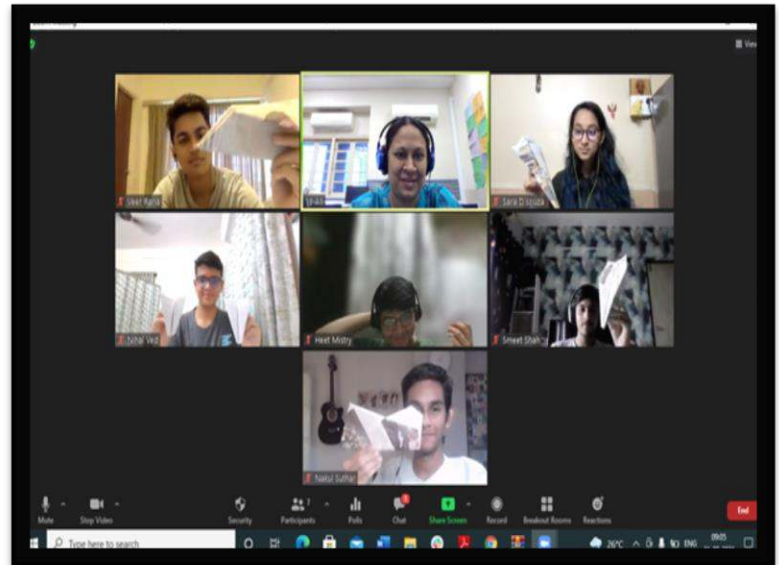
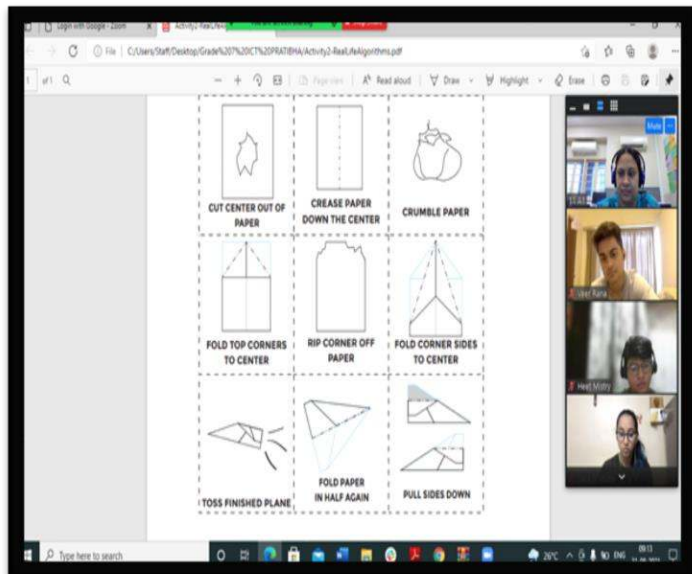
Month of September started with the concept of computational thinking . In order to understand Sheldon Cooper's friendship algorithm , students analysed how computational thinking is an effective learning method that is used to solve complicated problems in a smart way. Those problems could be related to computer science or to everyday life. This method can be applied by humans, smart machines, or both.



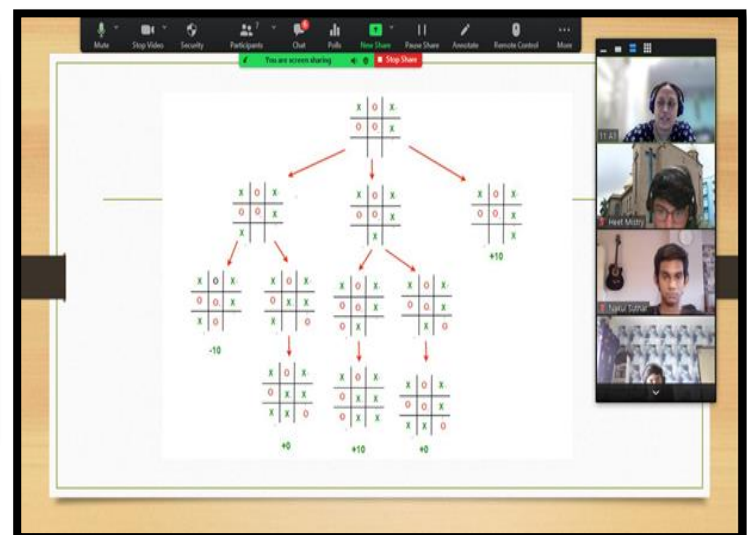
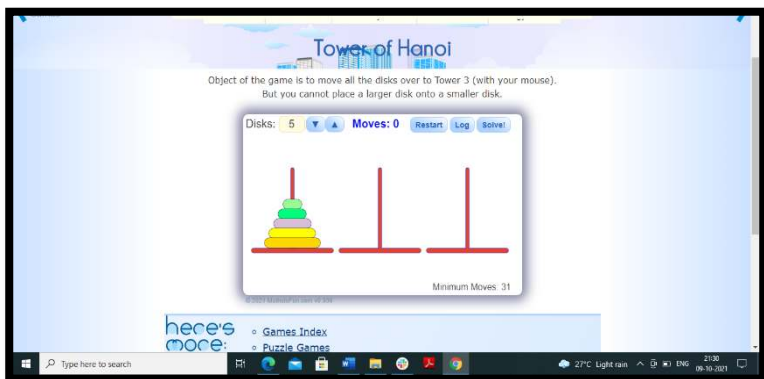
Students understood how computational thinking provides a set of strategies for problem-solving. The first is dividing any complex and large problem into small pieces that can each be solved separately. The concept of thinking procedurally was introduced with an activity of creating a paper plane. Each student created their own paper plane and wrote steps for creating it. Peer reflection was taken where students analysed each other's steps for creating paper planes. We analysed how thinking procedurally refers to turning the solution to your problem into a set of steps that can be followed. These steps should be reproducible, so that if correctly followed, will generate the solution every time where additionally the sequencing (ordering)

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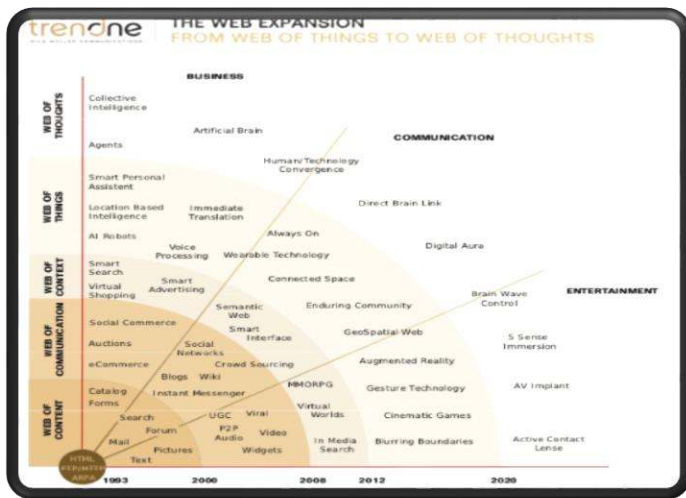
of steps is usually an important consideration. To understand the concept of thinking logically two popular games - Tic Tac Toe and Tower of Hanoi were considered. For making decisions, and formalising the conditions that will affect those decisions, students understood the three steps: identify when decision making is required, identify what is the decision that needs to be made and to identify the conditions which will form the basis of each decision. To create solutions, they designed algorithms and flowchart with the help of www.flowgorithm.org



Paper 2 option C: Web Sciences started with recapitulation of all the HTML and CSS web authoring concepts learned in grade 10. Quizizz was conducted to gauge their knowledge of HTML terms. Students understood the evolution of the web, different protocols and web technologies. Difference between static and dynamic web pages. External data sources. Role of the browser and working of search engines.

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MATHEMATICS: ANALYSIS AND APPROACHES(AA)

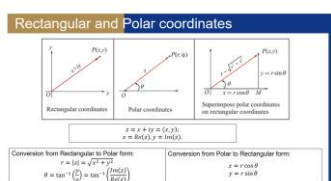
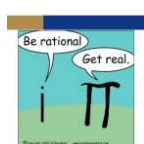
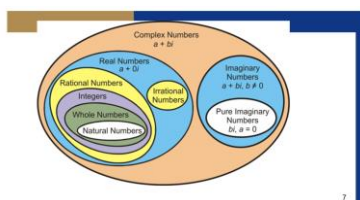
We started the month of September by continuing and concluding the topic of 'Series.' We then moved on to learning about complex numbers and then went on to discussing how to write proofs and the principles of mathematical induction. Problem solving practice was done in class and assigned as homework. Students worked on short individual research projects for their internal assessment (class activity). This was modelled on the mandatory IAs which they will work on later during the course.

Zoom Meeting

Where are cubic models used?

- + Cubic models are mainly used in two places, one in computer graphics and second in physics.
- + Cubic models in computer graphics are used to model the effects and animations, whereas in physics cubic models are designed into various types of formulae.
- + Cubic models are used to calculate the volume of an object as calculating volume has three parameters.

Participants: Francesco Fernandes, Harsh Doshi, Smart Shah, Nihal Veda



Images and memes were used to make the content more accessible

Prove that

$$\sum_{i=1}^n r^i = \frac{r^{n+1} - r}{r - 1}, r \neq 1$$

Proof:

LHS of $P(n) = 1$

RHS of $P(n) = \frac{r^2 - r}{r - 1} = \frac{r(r-1)}{r-1} = r$

Assume this to be true:

$P(k+1) = \sum_{i=1}^{k+1} r^i = \frac{r^{k+2} - r}{r - 1}$

LHS = $r + r^2$

RHS = $\frac{r^3 - r}{r - 1} = \frac{r(r^2 - 1)}{r - 1} = \frac{r(r-1)(r+1)}{r-1} = r(r+1) = r^2 + r$

LHS = RHS

Participants: Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi, Nishu Doshi

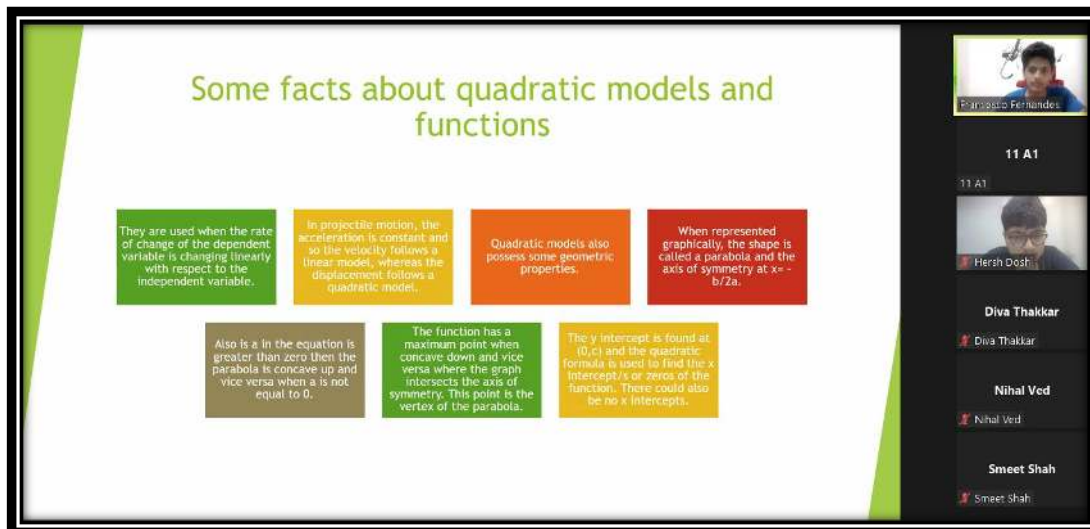
Online class on induction proofs

MATHEMATICS: APPLICATION AND INTERPRETATION (AI)

In the month of September, the students have studied the creation of different representations of functions to model the relationships between variables- visually and symbolically as graphs, equations and/or tables representing different ways to communicate mathematical ideas. They learnt that technology played a key role in allowing humans to represent the real world as a model and to quantify the appropriateness of the model. After the completion of the number and algebra unit we proceeded to understand the third unit of Geometry and Trigonometry. This allowed us to quantify the physical world, enhancing our spatial awareness in two dimensions. We have started exploring volume and surface area of shapes by application of formulae, or general mathematical relationships or rules expressed using symbols or variables.

HL students understood that utilizing complex numbers provides a system to efficiently simplify and solve problems. Representing abstract quantities using complex numbers in different forms enabled the solution of real life problems. They also learnt that matrices allowed them to organise data so that they can be manipulated and relationships can be determined.

Flipped classroom activity was conducted as a part of their internal assessment.



The screenshot shows a video conference interface. On the left, a presentation slide titled "Some facts about quadratic models and functions" is displayed. The slide contains seven colored boxes with text:

- They are used when the rate of change of the dependent variable is changing linearly with respect to the independent variable.
- In projectile motion, the acceleration is constant and so the velocity follows a linear model, whereas the displacement follows a quadratic model.
- Quadratic models also possess some geometric properties.
- When represented graphically, the shape is called a parabola and the axis of symmetry at $x = -b/2a$.
- Also if a in the equation is greater than zero then the parabola is concave up and vice versa when a is not equal to 0.
- The function has a maximum point when concave down and vice versa where the graph intersects the axis of symmetry. This point is the vertex of the parabola.
- The y intercept is found at $(0, c)$ and the quadratic formula is used to find the x intercepts or zeros of the function. There could also be no x intercepts.

On the right side of the interface, a vertical list of participants is shown, including:

- Francisco Fernandes
- 11 A1
- 11 A1
- Hersh Doshi
- Divya Thakkar
- Divya Thakkar
- Nihal Ved
- Nihal Ved
- Smeet Shah
- Smeet Shah

VISUAL ART

Students were introduced to the design thinking process. They learned to research on a theme by creating an empathy map that presents an understanding of their intention with social and global issues. They also learned to collect resources and data through surveys and interviews. Using these resources, they worked on analysis of artists who worked on similar themes and created artworks. They are in the process of creating a final artwork for the theme.

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Students also explored origami techniques and processes with Ms. Mimansa as a guest teacher who conducted the sessions. They learned folds like mountain and valley folds.



Origami workshop

THEORY OF KNOWLEDGE (TOK)

TOK Exhibition: One object demo

A series of sessions were organized to display one object and make relevant connections to the IA Prompt, TOK concepts, RLS and TOK framework. Following were the objects taken from the real-world context and the teacher demonstrated TOK thinking through the critical examination of the KQ and tried to develop relevant, clear and coherent arguments.

- ❖ Movie Poster: 'Splice' is a 2009 science fiction horror film directed by Vincenzo Natali.
 - o IA prompt 'Should some knowledge not be sought on ethical grounds?'
 - o TOK concept: Ethics, Responsibility
 - o Theme: Knowledge and technology

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❖ Digital Image: IPAD/ PRO2/ Cello Instrument

- o IA prompt: How can we know that the current knowledge is an improvement on past knowledge?
- o TOK concept: Explanation, Methods and tools
- o Theme: Knowledge and technology

❖ Digital Image: A women's history textbook: "Through women's eyes"

- o IA prompt: What counts as knowledge?
- o TOK Concept: Power, Perspectives
- o Theme: Knowledge and Politics

2. TOK Exhibition: One Object display by students

Each student was given the opportunity to display their objects and make relevant connections to the IA prompt, concepts and a theme. Peer feedback and teacher feedback was given to each student on the context of the object, the selection of the objects and the aspects of the knowledge in connections to the theme and concepts. The feedback sessions led to further discussions and critical thinking in class which added to the richness of understanding the acquisition, production and dissemination of knowledge in the world around us.

3. Preparation for Upcoming TOK internal assessment:

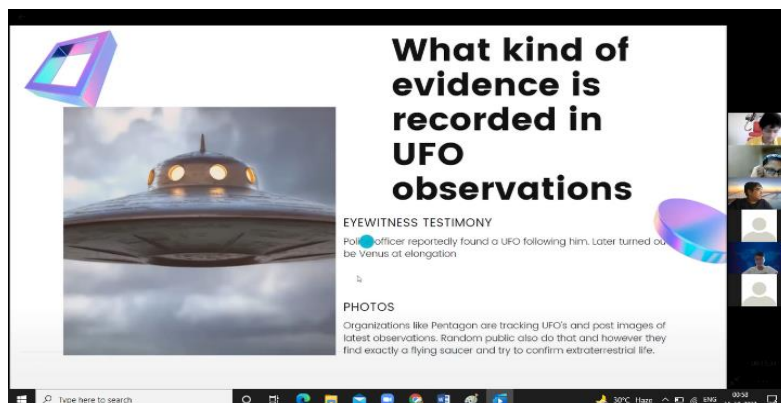
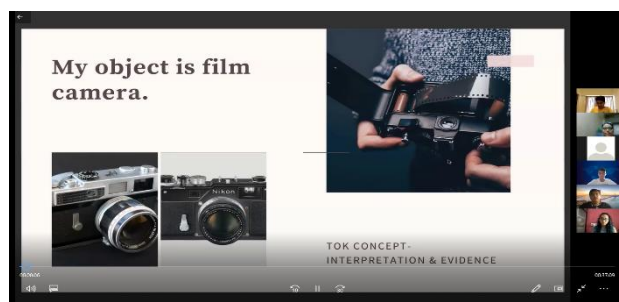
a) One object display:

Individual task: After the constructive feedback and understanding the objectives of the assessment criteria, students have to now make their final decision in selecting one IA prompt from the list of 35 knowledge questions and make relevant connections. Students will display their object by creating a mind map. Examples of different mind maps on one object display are shared with the students.

b) Group essay task: Random groups were formed and students had to select an essay title for the list of past prescribed titles given to them. The objectives and assessment criteria were discussed to enable students to work effectively in their respective groups.

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EXTENDED ESSAY

The school has opted for a EBSCO database to develop the research skills and to provide an access to high-quality articles licensed from reputable publishers chosen to meet the specific needs of researchers. The database has a vast range of resources to help the students in gaining access to secondary sources. The users can view, save, print, email or export citations in many formats directly from the database. The students and teachers have been trained on exploring the EBSCO database.

Recording...

Advanced Placement Source

Superb Academic Content to Enrich AP, IB and Honors-Level Curricula

Covering a wide array of subject areas from the arts and multicultural studies to the STEM subjects, *Advanced Placement Source* offers students the essential research materials to achieve academic success in honors, AP or IB programs. This database — the only AP-focused multi-disciplinary product on the market — contains more than 4,200 full-text academic journals and magazines dating back to 1985.

Advanced Placement Source is available via EBSCOhost®, EBSCO Discovery Service™ or Explora™, EBSCO's engaging interface for schools and public libraries. In addition, most records include Lexile® Measures, which provide educators with an estimate of the search result's reading difficulty and the approximate reading ability level required for comprehension.

EBSCO www.ebsco.com

CAS (Creativity, Activity & Service)

GENIUS HOUR(Creativity and Service)

Students worked on their respective Genius Hour projects and initiated their CAS projects through the genius hour. They are at different stages of their CAS projects. Students have created their CAS experiences on Managebac. Most of their projects have been initiated and have social media presence.

THEATRE

Under the guidance of Mr. Sudeep Modak, the students have created scripts highlighting the themes of Feminism, Racism and LGBTQ+. The scripts along with the poems have been finalised. A table read of the scripts took place before the exams began. The students will resume with the rehearsal of the script post the Diwali break.

*-Ms. Reema Vora
CAS Coordinator*

ACTIVITY

Students were engaged in a variety of activities which were conducted on the school campus. They participated in Handball, Football, Basketball and Cricket. Most students rotated between their favorite sports, taking part in at least two activities. Some students are also pursuing individual activities or activities that they wish to work on related to their health.

CAREER AND COLLEGE COUNSELLOR

The Career and College Counselling department decided to make student and parent engagement sessions more meaningful by conducting information sessions based on interest and feedback received from the students. We have hosted 33 universities in September and October.

September University Visits

University of California Riverside

University of California, Riverside is part of the world's most prestigious public university system, an institution powered by an entrepreneurial spirit, a record of innovation and results, and a commitment to excellence and collaboration.

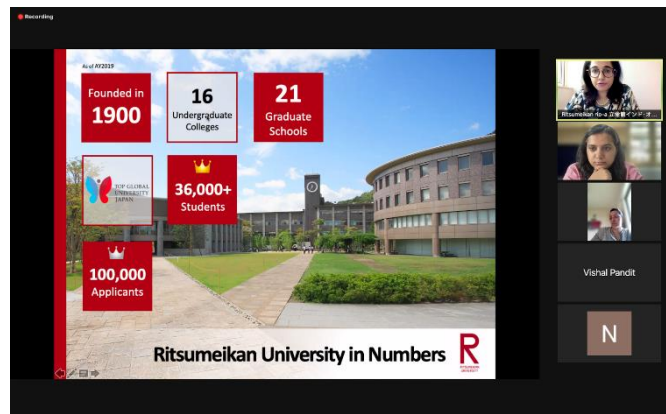
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Ritsumeikan University, Japan

Ritsumeikan University(RU) is one of the top leading private universities in Japan with a history of 120-year! As a global university, RU has a long tradition of welcoming students from across Japan and the world . RU is home to more than 2,600 international students representing diverse cultures from 71 countries and regions.

Please click to view the [session recording](#)



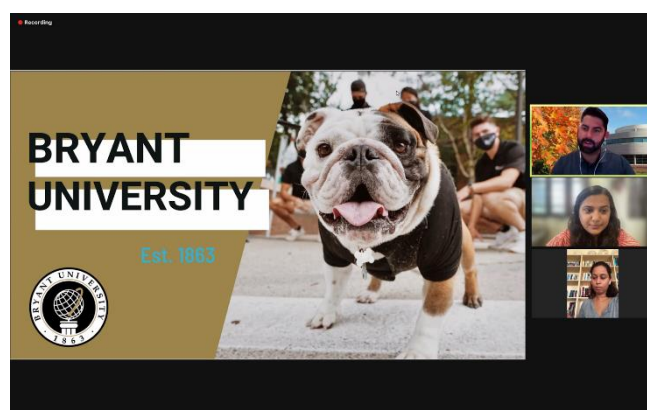
Hofstra University, USA

Hofstra is located in New York, 25 miles from Manhattan and ranked in the top third of U.S. colleges by the Wall Street Journal & Times Higher Education. Hofstra offers 160 undergraduate and over 175 graduate program options with more than 100 dual-degree program options (e.g. Business, Biology, Computer Science and Engineering, Psychology, Education).

Bryant University, USA

Bryant is a private New England university with a tradition of innovation and a global vision for success. Their academic programs are distinguished by an integration of business and the arts and sciences with a global perspective.

Please click to watch the [session recording](#)



Wake Forest University, USA

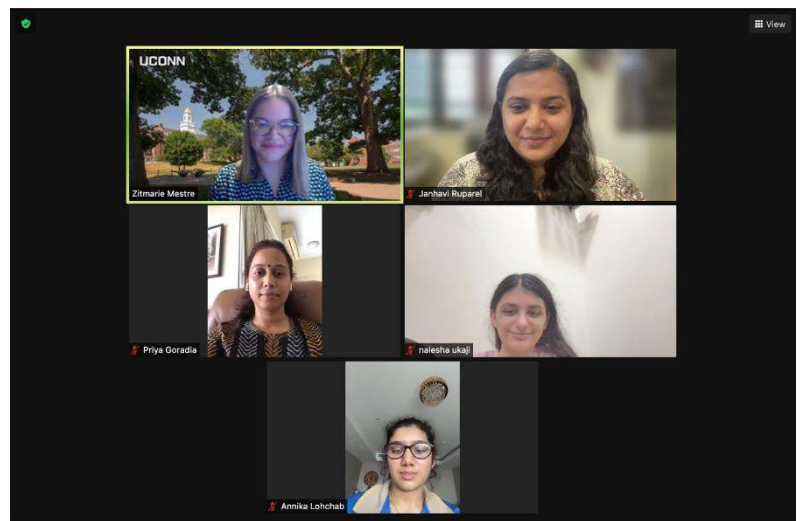
Founded in 1834, Wake Forest University is a private university located in Winston-Salem, N.C., with more than 8,000 students. The undergraduate population of more than 5,200 hails from 49 states and more than 50 foreign countries.

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University of Connecticut, USA

The University of Connecticut, founded in 1881, is ranked among the top 25 public research universities in the United States. With over 110 majors, UConn provides students unparalleled access to hands-on learning opportunities.



Drexel University, USA

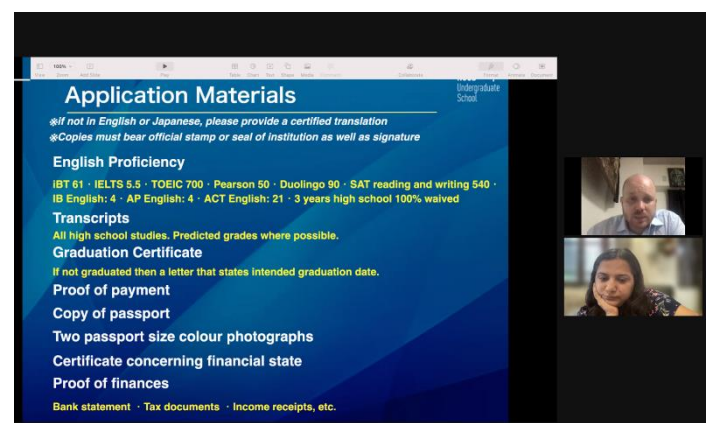
Drexel University is a comprehensive R1-designated research institution that has maintained a reputation for academic excellence and positioning students on the frontlines of innovation alongside experts tackling today's most complex issues.

Savannah College of Art and Design, USA

SCAD is a private, nonprofit, accredited university, offering more than 100 academic degree programs in more than 40 majors across its locations in Atlanta & Savannah, GA; Lacoste, France; and online via SCADeLearning. 99% of Spring 2019 alumni were employed, pursuing further education or both within 10 months of graduation.

Nagoya University of Commerce & Business (NUCB), Japan

NUCB Undergraduate School is a non-profit, private university located in Nisshin City, Aichi prefecture within the Tokai region of Japan. The School was founded by [Kurimoto Educational Institution \(KEI\)](#), which is a legally incorporated educational institution.



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Jacobs University

Jacobs University is a private, state-recognized university, located in Bremen, Germany, and one of the most international universities worldwide. Founded in 2001, the university attracts highly talented and open-minded students from all over the world.

Campus Spain

Campus Spain promotes Spain as a study destination. They offer a preparatory Spanish LCA Course at the University of Vigo, which enables students to continue to degree or masters in top public universities with subsidized tuition fees offered by the Spanish Government.



Hamilton, Macalester, Richmond

Hamilton College

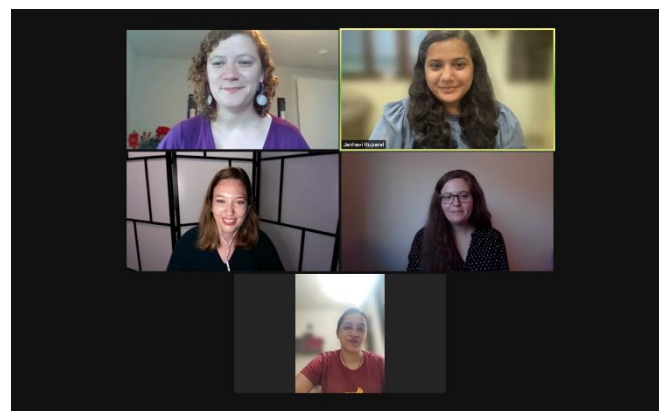
It was founded in 1793 as the Hamilton-Oneida Academy; chartered in 1812 as Hamilton College; the third oldest college established in New York State.

Macalester college

At Macalester, the mission is to prepare students for lives of meaning and purpose. Students here receive unparalleled support and mentorship as they discover their place in the world and learn how to become agents of change.

University of Richmond

For more than 180 years, Spiders have come to the University of Richmond with the expectation to exceed expectations. As a top-25 liberal arts university, they celebrate the idea of a changing and evolving world.



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October University Visits

Ahmedabad University - Ahmedabad University was founded in 2009 by Ahmedabad Education Society (AES), a non-profit educational foundation located in Ahmedabad. Ahmedabad University is envisioned to become a global leader that provides liberal arts education within a research university. Interdisciplinary curriculum, experiential learning environment, and research define an Ahmedabad education.

University of Tennessee - The University of Tennessee, Knoxville (UT) is a public research university, centrally located within the United States.

Newcastle University - Newcastle University is a World Top 140 institution, home to teaching and research across a diverse and exciting range of subject areas. They have over 200 undergraduate and 300 postgraduate degrees to choose from.

Wayne State University - Founded in 1868, Wayne State University is a nationally recognized metropolitan research institution offering more than 370 academic programs through 13 schools and colleges to nearly 27,000 students.

University of Wisconsin Madison - The University of Wisconsin - Madison is a large public research university in the United States. At University of Wisconsin-Madison. Each school and college is distinct and provides unique academic communities, facilities, resources, professors, and academic programs.

Ontario Universities Info Session, Canada



EXCLUSIVELY FOR

DON BOSCO INTERNATIONAL SCHOOL

JAMNABAI NARSEE INTERNATIONAL SCHOOL

ONTARIO UNIVERSITIES INFORMATION SESSION

OCT 4
1800HRS- 1930HRS

REGISTER HERE:
[HTTPS://ADMISSIONS.MCMASTER.CA/REGISTER/ONTARIOUNIVSESSION4OCT](https://admissions.mcmaster.ca/register/ontariounivsession4oct)

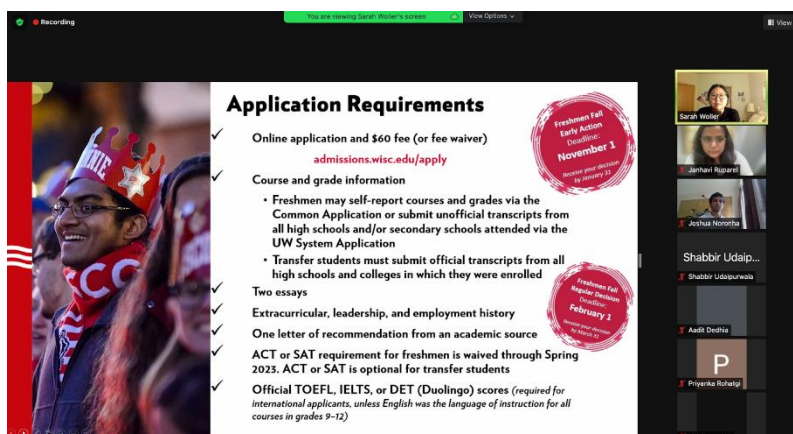
McMaster University

UNIVERSITY OF ALBERTA

YORK UNIVERSITY

UNIVERSITY OF GUELPH

Carleton University



Application Requirements

- Online application and \$60 fee (or fee waiver)
admissions.wisc.edu/apply
- Course and grade information
 - Freshmen may self-report courses and grades via the Common Application or submit unofficial transcripts from all high schools and/or secondary schools attended via the UW System Application
 - Transfer students must submit official transcripts from all high schools and colleges in which they were enrolled
- Two essays
- Extracurricular, leadership, and employment history
- One letter of recommendation from an academic source
- ACT or SAT requirement for freshmen is waived through Spring 2023. ACT or SAT is optional for transfer students
- Official TOEFL, IELTS, or DET (Duolingo) scores (required for international applicants, unless English was the language of instruction for all courses in grades 9-12)

Freshmen Fall Early Action Deadline: November 1

Freshmen Fall Regular Decision Deadline: February 1

Recording

You are viewing Sarah Walter's screen

View Options...

Sarah Walter

Jarhari Rajgopal

Jashua Horroba

Shabbir Udaip...

Shabbir Udaipurwala

Audith Doshi

P

Priyanka Rishajgi

Trishla Doshi

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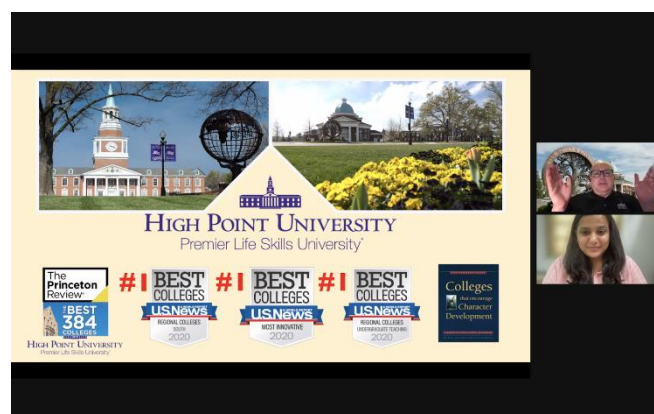
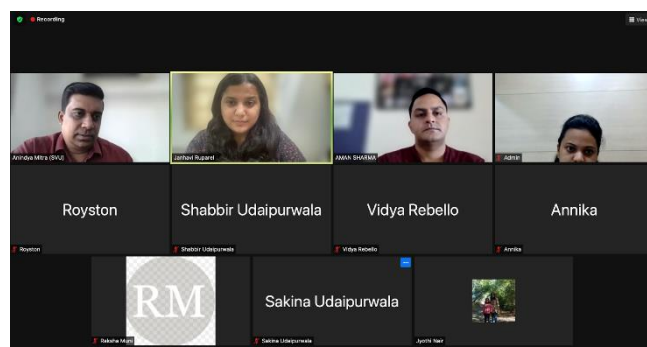
University of Surrey - The University of Surrey is a global community of ideas and people, dedicated to life-changing education and research. With a beautiful and vibrant campus, they provide exceptional teaching and practical learning to inspire and empower their students for personal and professional success.

University of Texas at Arlington - UT Arlington is a public, urban, large, diverse Carnegie Research-1 powerhouse committed to life-enhancing discovery, innovative instruction, and caring community engagement. They are dedicated to producing lifelong learners and problem solvers.

Arts University Bournemouth - Arts University Bournemouth is a leading specialist university offering high quality preparation, undergraduate and postgraduate courses in Art, Design, Media and Performance.

Somaiya Vidyavihar University - It has established itself as a leading educational institution across the globe. It is proudly the first private university in Mumbai. Somaiya Vidyavihar University offers 60 undergraduate programmes through 6 colleges.

High Point University - At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.® High Point University, founded in 1924, is a private, 4-year comprehensive institution that is rooted in the liberal arts.

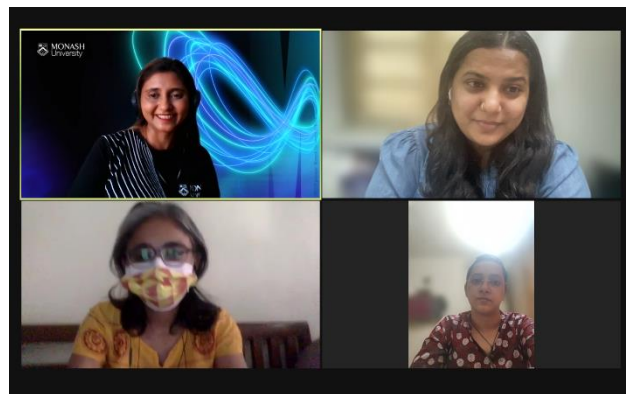


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Huron at Western University - Huron is the founding institution of Western University and one of Canada's oldest universities. Their distinctive business, liberal arts and ethics-based learning environments offer elite, yet accessible education, where personalized learning experiences position students for leadership and professional success, while also developing their character. Huron is the only university in Ontario to have a partnership with Harvard Business School.

Monash University - Monash University is a public comprehensive based in Melbourne Australia. It is a member of Australia's prestigious Group of Eight (Go8) research-intensive universities and is ranked in the world's top 60.



EMOTIONAL WELLBEING SESSION

QUALITY CIRCLE TIME

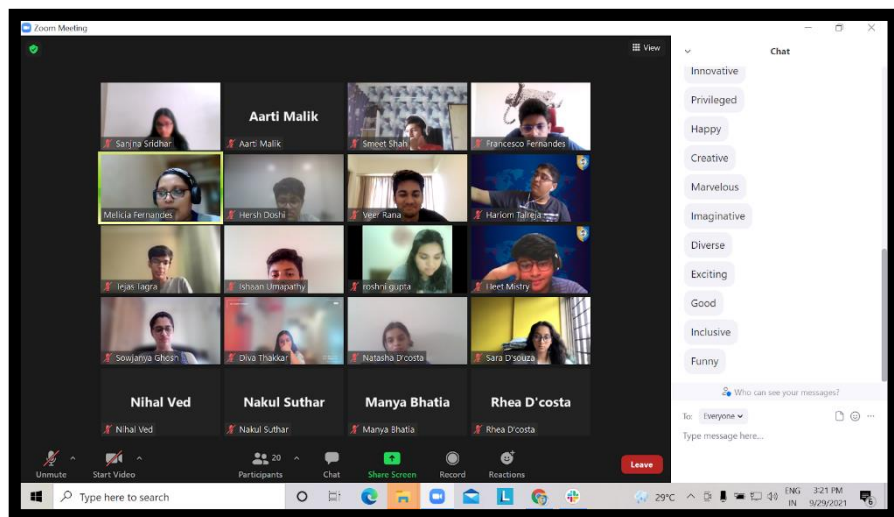
A Quality Circle Time (QCT) session was facilitated by Ms. Melicia Fernandes for the students to introduce to them a healthy platform to discuss and express their honest opinions about their classroom experiences.

The session started with an ice-breaker activity wherein the students expressed their admiration for another student picked out by random selection. Then, each one of them got an opportunity to express something they like about their classroom by giving a positive adjective. Towards the end, each one of them expressed one thing they would like to change in their class. They even gave ideas and discussed how they could turn their concerns into something positive.

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The QCT session was very successful in helping the students come out of their shell and shedding their inhibitions to talk about themselves and their feelings. It helped to build their confidence and work on their interpersonal skills.



It also helped them understand that their classroom dynamics could be a healthy space where they could discuss their personal feelings about things they consider significant in their IBDP journey together.

The QCT session was a wonderful opportunity for the HRT and the coordinator also to understand the students' point of view about certain issues and helped to open a positive communication channel between them.

MULTI DISCIPLINARY LEARNING ENGAGEMENTS

GENIUS HOUR CULMINATION REPORT

We, the IBDP Year 1 students, started our Diploma program a few months back. Amidst all the chaos of academics, we had regular weekly Genius Hour classes where we had to present something of our interests at the Genius Hour culmination...as if we students were even paying attention in Genius hour classes! "Genius Hour is not even graded," we said but who knew that these sessions of Genius Hour classes would shape our thinking and help us in other components of the IB program such as CAS, yes, you heard it right, it was nothing but the Genius Hour sessions that helped us students to kickstart our CAS projects.

Students came together in groups where each one had similar interests; thus, slowly and gradually built upon the idea of what they would like to do, and soon, every student in our class was using Genius Hour as a platform to think and reflect upon what they would like to do for their CAS projects and with the guidance of our Genius Hour mentor, Ms Aarti Malik and support of our CAS Coordinator, Ms. Reema Vohra. Each one of us had a clear vision on what our CAS project is going to be and the amount of diversity we had in our meaningful initiatives was out of this world!

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Speaking of, out of the world, we had Nakul, Heet and Natasha from 'The Cosmic Queries' who have already started taking regular Astronomy classes for their juniors, quite fascinating, isn't it? Furthermore, Smeet, Sara, Nihal, Diva, and Manya from 'The Cognizance Project' have put in efforts to create an inclusive space for the LGBTQ+ community and they too have started to spread awareness about these issues on social media.

Between us, we also have some enthusiastic aviators with Hariom Talreja working on 'The Plane of the Future' where he builds a sustainable future for the aviation industry, and he has already started off with making his first Lego Model of the aircraft! Also, if you are on the lookout for developing your debating skills then Sanjna, Rhea, and Roshni have an initiative called 'The Rebuttal' where they will conduct debate sessions on a plethora of science related topics.

Meanwhile, Tejas is using his vast expanse of IT knowledge to build a website and a closed-end communication system for the Bosco Community Sports Club (BCSC). Ishaan is carrying forward the brainchild of IBDP year 2 students, Vritee and Trishit, of the 'LSI 30 (Learn something in 30 minutes)' and lastly, Francesco, Veer, Dev and myself are part of 'The Radiance Project' where we take weekly lifeskill classes and we have already completed teaching our first skill which was Basic Spanish for beginners.

To quote, Nihal Ved, an IBDP Year 1 student, *"I would like to compare this journey of Genius Hour to that of scuba diving. All of us were in it together but discovered something absolutely different and wonderful in this sea of talent and ideas. While some of the more adventurous ones liked to explore the waters on their own, the others enjoyed swimming through in groups like a school of fish. Either way, I can assure you that this journey of discovery was beautiful for all of us."*

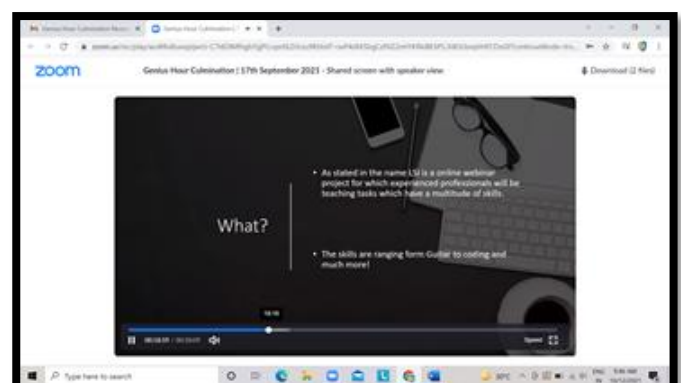
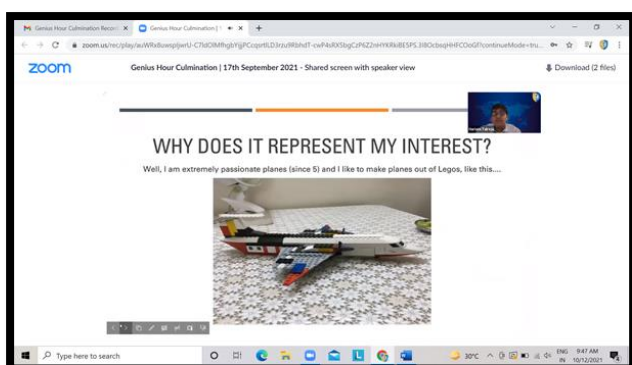
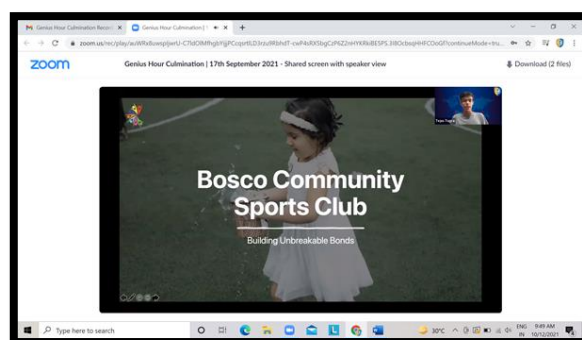
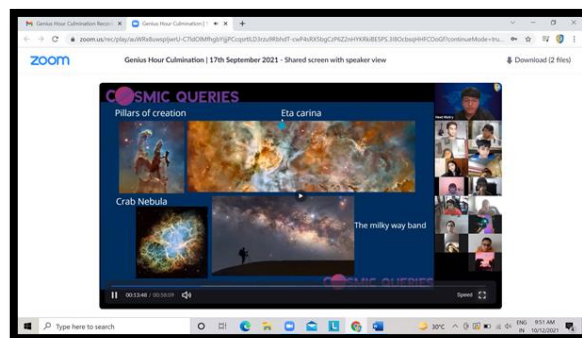
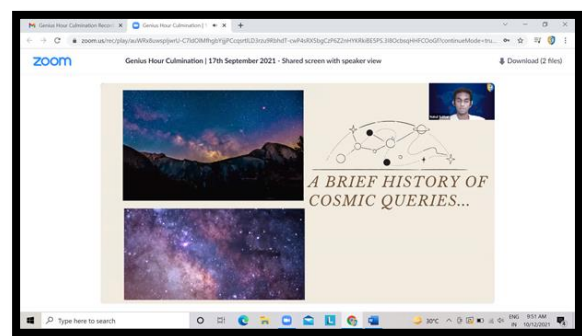
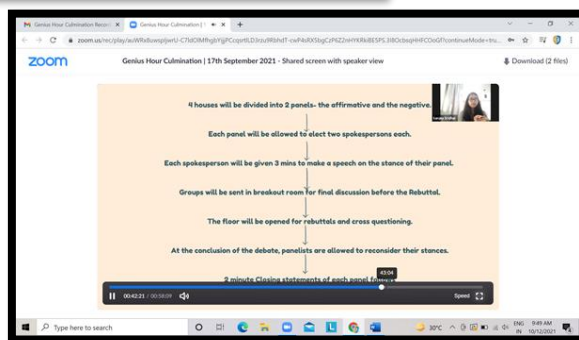
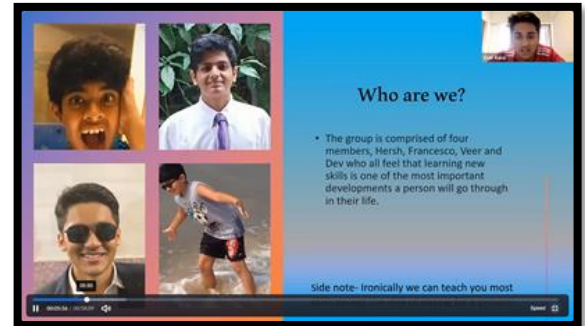
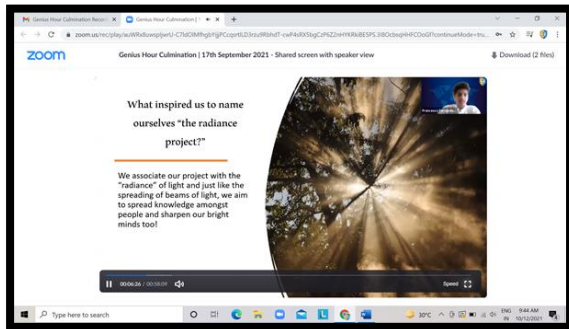
Now that you know all about us, we all burnt the midnight oil working towards our ideas and finally we were ready to present our ideas and our progress. An event called the "Genius hour culmination" was held on 17th September 2021 where parents, teachers and students attended the webinar to know more about our projects, we all felt that the hard work had paid off but, this is just the start, with time, we all will develop our content even more and show the world the mettle of Don Bosco International students.

I would like to end with a quote by John Holt which said, *"Learning is not the product of teaching. Learning is the product of the activity of learners."*

[Please click to view the recording](#)

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Business Management Virtual Stakeholder Panel Discussion

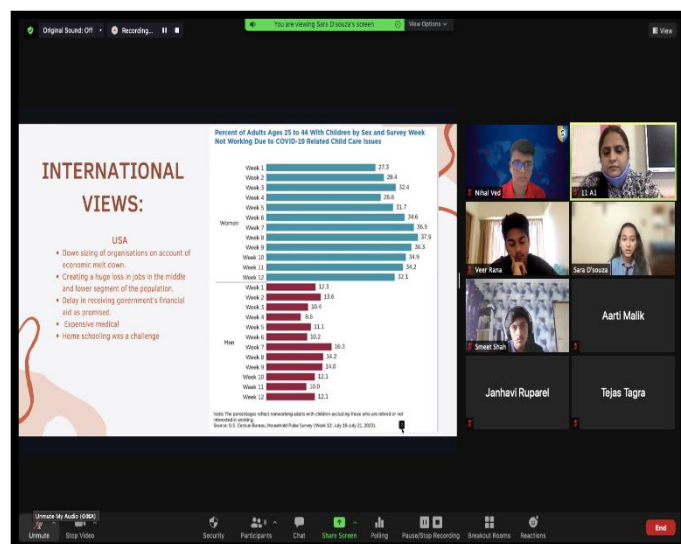
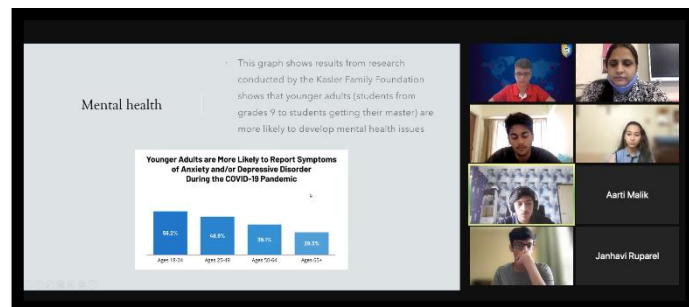
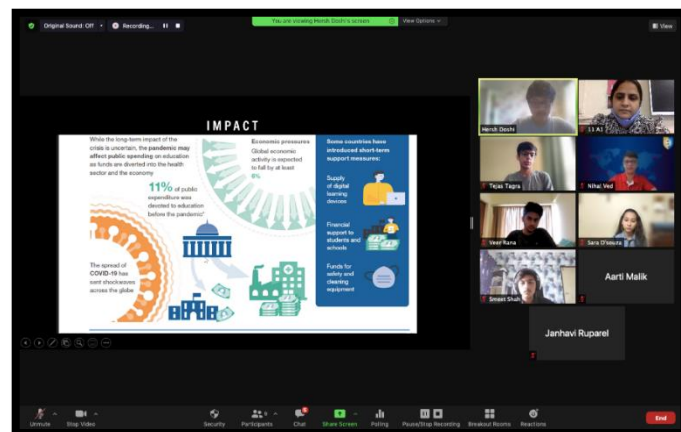
The world is currently in the grip of the COVID-19 pandemic and there would be very few who are not touched by it in some way or the other.

Education also is not immune from this challenge whether it be debates over school closures, teachers feeling ill-prepared for online teaching, or students worrying about final exams and university entrance nevertheless this challenge also provided an opportunity for the educators to be front line warriors and integrate technology in a short span of time.

However, COVID-19 pandemic has resulted in an unprecedented education crisis. Among the most important challenges created by COVID-19 is how to adapt a system of education built around physical schools. At its peak, more than 188 countries, encompassing around 91% of enrolled learners worldwide, closed their schools to try to contain the spread of the virus.

School closures have a very real impact on all students. Governments are grappling with the complexity of providing education continuity remotely and how to enable children to safely return to school after lockdowns are lifted

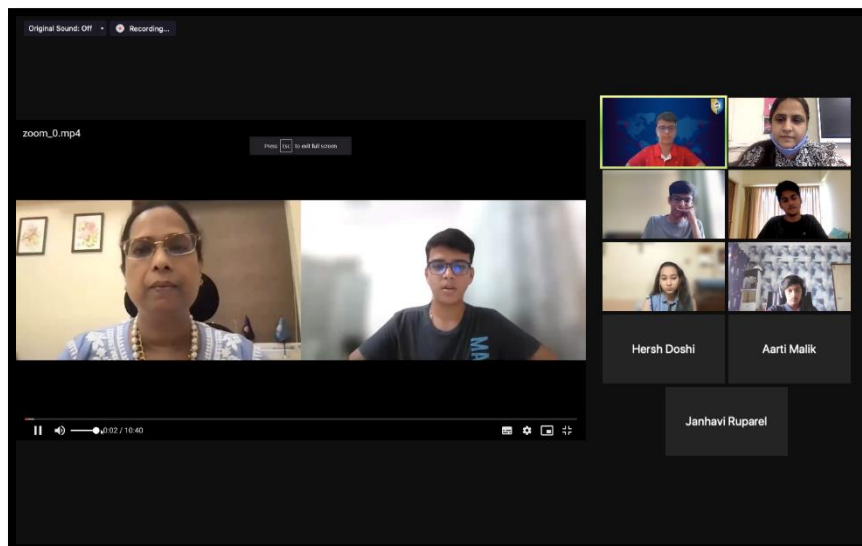
The IBDP Year 1 Business management students hosted a Virtual Stakeholder Panel discussion representing the overviews of different education stakeholder's on how Covid-19 and school closures have been affecting the academic missions of the education sector around the world.



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The students also interviewed and recorded the views of the education stakeholders they represented to better understand at the ground level how the academic community has got impacted and what strategies were devised to deal with this crisis situation.



**Stakeholder Interviewed by Nihal (School Heads)-
Principal of DBIS -Mrs. Meena Saldhana**



**Stakeholder Interviewed by Tejas (Universities)
Ashoka University Deputy Director, Outreach-
Mrs Parneet Shergill**

This stakeholder panel discussion was held not only to raise awareness but also to provide an opportunity for the students to exchange ideas and experiences through the lenses of different education stakeholders. Online teaching may not have been very effective everywhere but it showed the world that learning should not stop.

Charles Darwin said, *“It is not the strongest of the species that survives, nor the most intelligent; it is the one most adaptable to change.”*

Adaptation is all about mindfulness to context, learning, and psychological flexibility. Our educational systems need to remain the key pillars and enablers of development. With this thought in mind the Business Management Virtual Stakeholder Panel discussion was concluded.

[Please click to view the recording](#)

Ms. Meena Dhawan
(IBDP Business Management Faculty)

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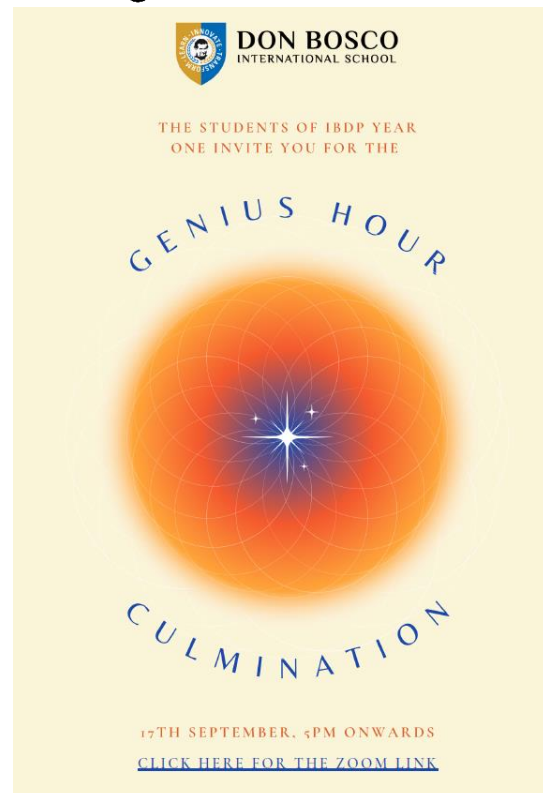
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Happenings @ DBIS

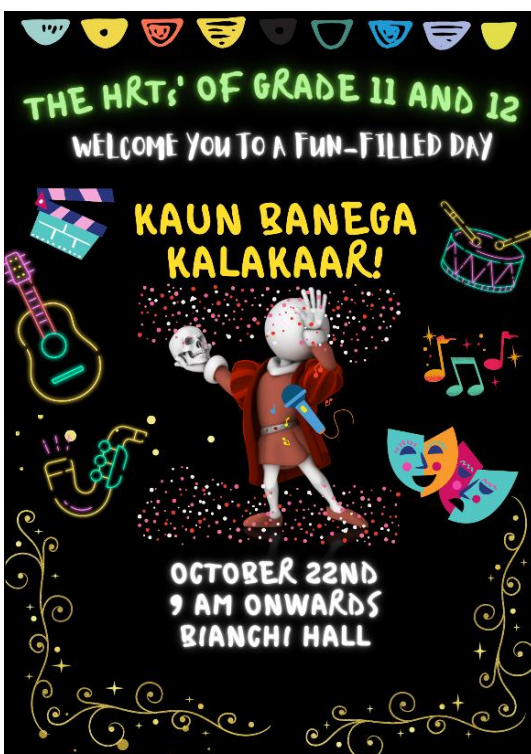
TOK and Spanish Session



Genius Hour



IBDP Talent Show



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THANK
YOU!