

## WHERE WE ARE IN PLACE AND TIME

Hello dear parents

### The central idea

Heritage of past civilizations construct societies and culture of present day.

### Lines of inquiry

- 1) Types of civilizations.
- 2) The reasons of the formatting of urban and rural civilizations.
- 3) The impact of comparing different civilizations on our perspective.

### What we did in the second UOI, and our Inquiry Cycle

The students tuned in the second Unit of Inquiry by knowing about ancient times from the stone age to the recent age. They have learned about some of the past civilizations and made a time line and power point to show it.

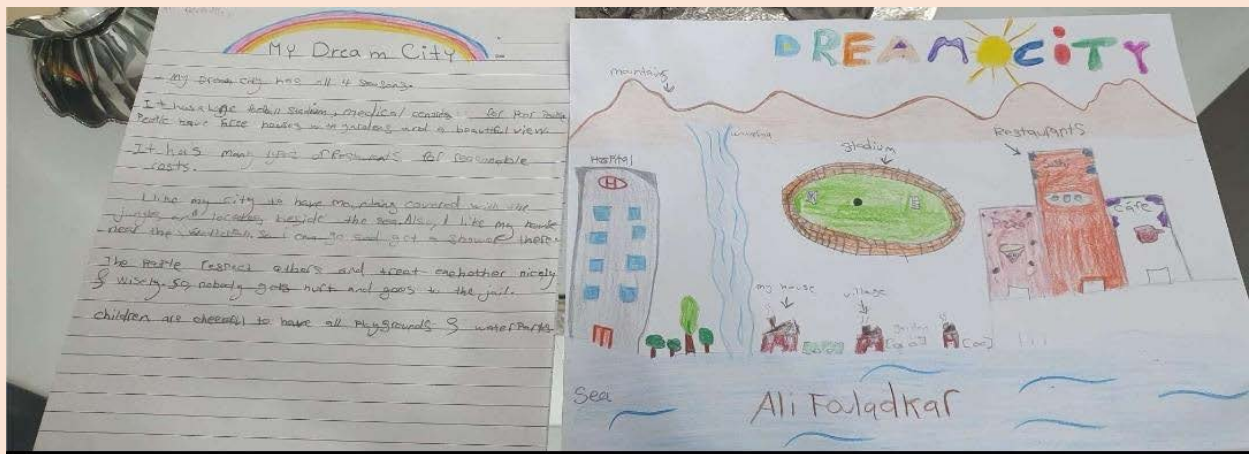
They studied the ancient people's lifestyle, clothing, food, the way of hunting and survival, accommodation, transportation, communication, their beliefs, values and their ruling system.

The students have studied the reasons (causation concept) of formatting different civilizations in different situations and the causation of their destructions. They compared some of them and discussed that how were they effective on our present day. They studied different behaviors and customs of the past people and tried to learn their positive points and avoid the negative ones, this was impressive on the students' perspective concept. Then the students started to improve their social and communication skills

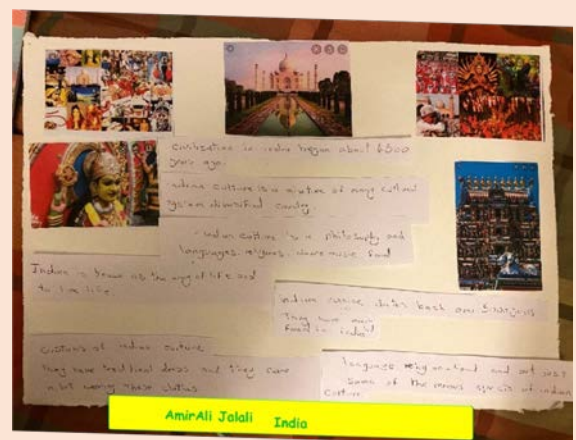
at the small society of their homes, and online classes, they increased their knowledge of social justice according to what they had learned from the ancient people.

### STUDENT'S AGENCY:

All the students were asked to imagine their dream city and civilization, they made their own dream cities and presented them to the class. They had fun with explaining how would their dream cities look like, and they described their dream life style, and the way they thought everything could be better, in their points of view.



**Taking Action:** Each student chose an ancient civilization, searched about it (their ancient culture, traditions, clothing, ways of life, food, buildings, beliefs and values, and things like this),



then they investigated about the heritage of their chosen civilization's, past culture and its effects on their recent people.

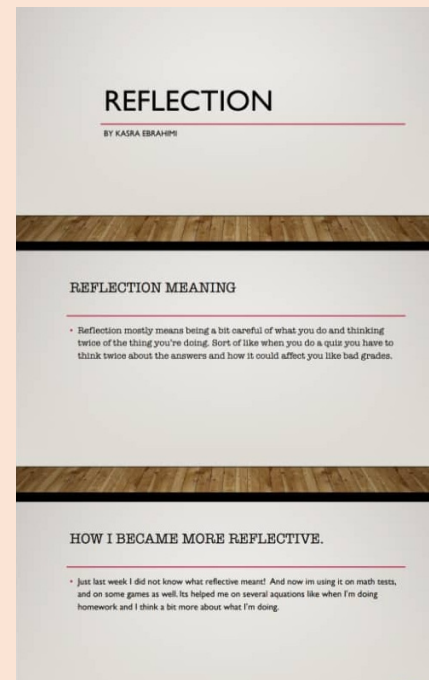
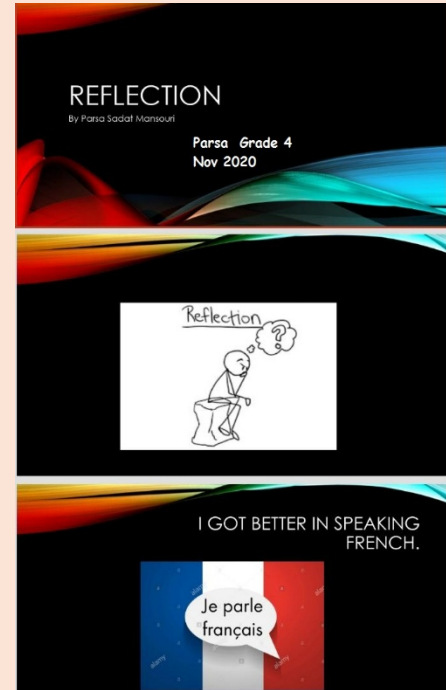
The students compared different cultures and discussed it in the online class and reflected their opinions. The students had a great group work, they reflected each other's' presentations and points of view. They practiced to be reflective in their daily lives.

### IB learner Profile & IB Skills

Through the second Unit of Inquiry's activities, the students have been encouraged to become more communicators, knowledgeable and reflective.

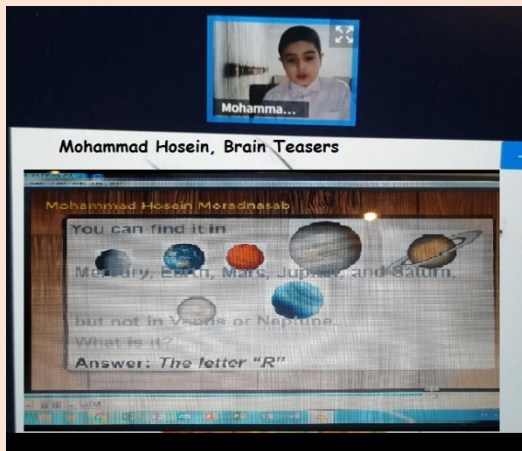
They have also improved their Social and communication skills.

Some of the examples of being Reflective by the students;



## Mathematics

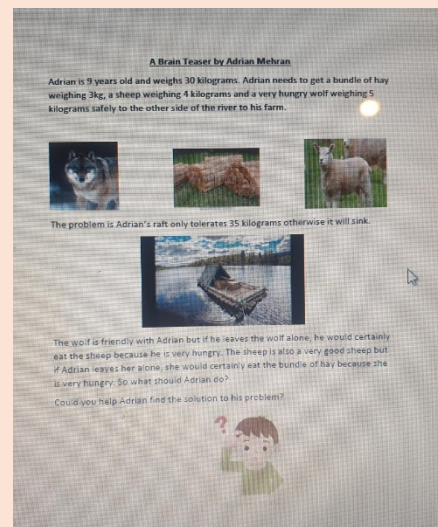
The students have continued their Ontario's Math Curriculum. They have learned more Multiplication, and Division. Fractions and word problems. The students worked on different word problems such as; combination of two series of numbers, finding a way to arrange number order, guess two or



more steps of a word problem, solve by drawing a picture, find proper data etc.

They enjoyed doing great **Brain teasers**, and

developing their mental and intellectual skills.



## L.A

In language Art class, the students have followed the Canadian Curriculum.

They have worked a lot on their Reading Comprehension skills. The students used different Literary subjects to write about their second UOI topics.

