



Student Name: Henry Epelbaum

Grade: Grade 3

Homeroom Advisor: Richard Chandler

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

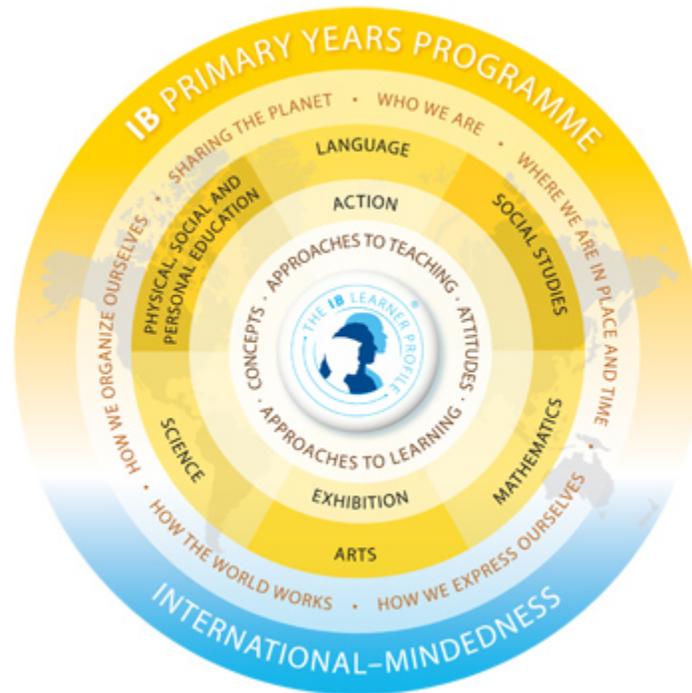
On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,
John Walden
Head of School

Attendance

Absent	Present	Late
1	96	0

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Programme of Inquiry

Units of Inquiry

Where we are in place and time: Machines of the Past, Technology of Today

Achievement: 5

Effort: O

Central Idea: Past civilizations shape present day systems and technologies

Lines of Inquiry:

- *Aspects of past civilizations that have survived*
- *Reasons these systems and technologies developed*
- *Why modern societies continue to use adaptations of these systems and technologies*
- *Implications for the future.*

Comments: Henry did a great job. I was especially impressed with his dedication to the clock project. He excels with hands-on activities.

How we express ourselves: Art in 19th Century America

Achievement: 5

Effort: O

Central Idea: What were the central themes of art in 19th century America?
How did it reflect what was going on at the time?

Lines of Inquiry:

- *What were the main themes in 19th Century Art?*
- *What different styles were there?*
- *What style would you choose as a 19th century artist?*

Comments: Henry is showing a great deal of interest in the works of great artists of the Impressionist period. He is able to express his feelings about the art clearly using appropriate terminology.

Subjects

Language Arts

	Achievement	Effort
Oral language - listening and speaking	5	O
use language to explain, inquire and compare	6	VG
begin to understand that language use is influenced by its purpose and the audience	5	O
Visual language - viewing and presenting	6	VG
realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding	5	G
with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful	6	O
Written language - reading	6	G
Written language - writing	6	O

Comments: Henry continues to do well in our language arts coursework! He is an avid reader, although at time his attention can drift from the task at hand. He is careful and deliberate in his writing, and always works hard to make sure that the work he produces is of high quality. he is also ready to write second and third drafts, and makes a clear effort to take comments into consideration and produce improved work with each iteration.

Physical Education	Achievement	Effort
Identity	6	VG
analyse how they are connected to the wider community	5	VG
use understanding of their own emotions to interact positively with others	6	VG
explain how self-talk can influence their behaviour and their approach to learning	6	VG
Active Living	5	VG
identify different stages of life and how these can affect physical performance	5	O
demonstrate greater body control when performing movements	6	VG
plan, perform and reflect on movement sequences in order to improve	6	VG
Interactions	6	G
identify individual strengths that can contribute to shared goals	5	G
adopt a variety of roles for the needs of the group, for example, leader, presenter	6	VG
discuss ideas and ask questions to clarify meaning	6	VG

Comments: Henry has shown great sportsmanship!

Spanish	Achievement	Effort
Oral language - listening and speaking	6	O
verbalize their thinking and explain their reasoning	4	VG
listen for a specific purpose in a variety of situations	6	O
explain and discuss their own writing with peers and adults	6	G
realize that grammatical structures can be irregular and begin to use them appropriately and consistently	4	O
Visual language - viewing and presenting	4	S
identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters	5	G
Written language - reading	6	VG
know when and how to use the internet and multimedia resources for research	6	VG
Written language - writing	4	O

Comments: Henry has worked hard in Spanish class this semester. He is eager to learn about the cultures of the Spanish speaking world and is particularly attentive for our in class discussions about the cultural backgrounds of different countries. He does quite well on his work both in class and at home.

Homeroom Advisor Comments

Henry has continued to put forth a strong effort in both his studies and his extracurricular activities. He is attentive, responsible, and polite. Excellent progress this term.

Transdisciplinary Skills

Skill	Achievement
Social Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles	6
Research Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	5
Thinking Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	4
Self-management Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	3
Communication Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	6

Achievement 6 Outstanding Achievement 5 High Achievement 4 Sound Achievement 3 Basic Achievement 2 Limited Achievement 1 Individual Achievement 0 Unable to Assess

Attitudes

Demonstration of:					
Attitude	Achievement	Attitude	Achievement	Attitude	Achievement
Appreciation	4	Commitment	6	Confidence	5
Cooperation	6	Empathy	5	Enthusiasm	5
Independence	5	Integrity	5		