

IBMYP Newsletter August 2021

North Atlanta High School IB MYP

North Atlanta High School

4111 Northside Pkwy Atlanta, GA 30327

<http://www.atlanta.k12.ga.us/Domain/3377> T: 404-802-4700



Dear IBMYP Community,

Thank you for taking the time to read the first edition of the 2021-2022 IB Middle Years Programme (IB MYP) newsletter. I hope that you find this newsletter informative! My goal is to improve the understanding of the IB MYP as we continue to implement the International Baccalaureate Programme here at North Atlanta High School.

All 9th and 10th grade students are IB students! Students in the 9th and 10th grade are in IB's Middle Years Programme. Students are required to engage in inquiry-based learning in 7 subject areas: Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Physical and Health Education, and Art. If you would like to know more about NAHS IB MYP Programme, please visit www.ibmynorthatlanta.weebly.com.

Thank you,

Dr. Nikia Showers
IB MYP and Personal Project Coordinator

C. Douglass, Principal
Dr. A. Mitchell, Assistant Principal
Dr. Y. Roebuck, Assistant Principal
J. Stewart, Assistant Principal
L. Woods, Assistant Principal
Y. Yisrael, Assistant Principal
D. Costarides, CP and DP Coordinator
Dr. N. Showers, IBMYP and Personal Project Coordinator

Upcoming Events

August 5

First Day of School

August 10

1st Advisement

August 17

2nd Advisement

August 31

International Day for People of African Descent

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The 10 attributes are **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.**

The Learner Profile Attribute of the Month of August is **Inquirer**. To learn more about all the learner profile attributes, visit www.ibmynorthatlanta.weebly.com and click Learner Profile under the What is IBMYP? Tab.



IB MYP: Teaching and Learning

Middle Years Programme: “New” Personal Project

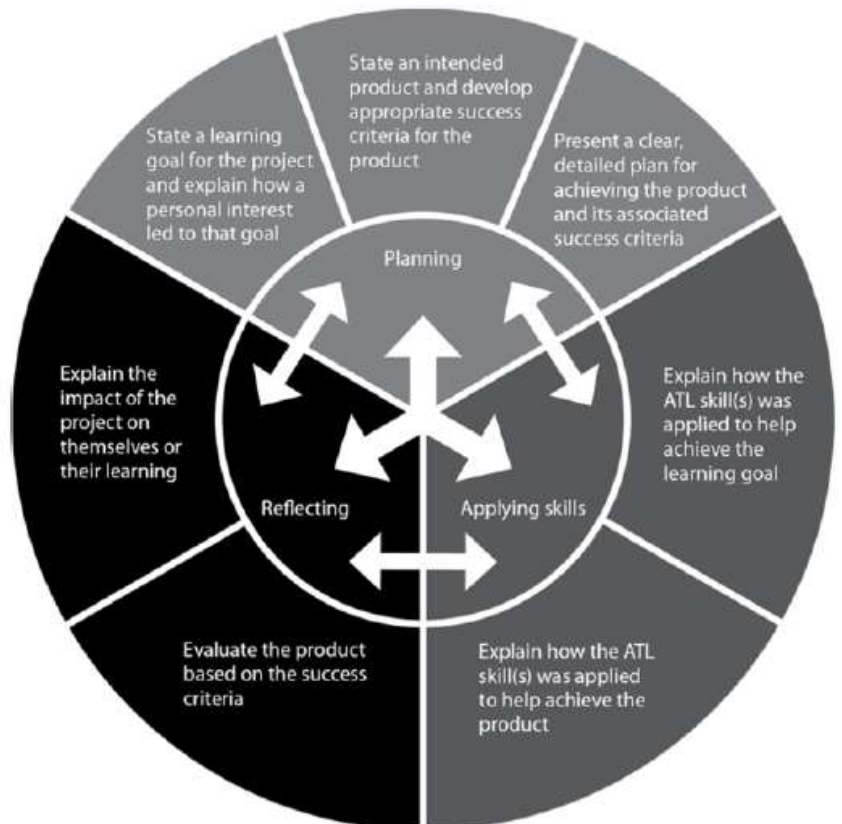


The Personal Project is a required culminating project for the IB Middle Years Programme (IB MYP). The IB MYP starts in the 6th grade (year 1) and ends in the 10th grade (year 5). The personal project provides an opportunity for students to undertake an **independent and age-appropriate exploration into an area of personal interest**. Through the process of inquiry, action, and reflection, students are encouraged to demonstrate and strengthen their approaches to learning (ATL) skills.

The personal nature of the project is important; **the project allows students to explore an area that motivates and interests them**. Students will **choose what they want to focus on**, which can be an existing or a new interest, **choose how to achieve a goal**, and **create their own success criteria for the product**. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

The personal project provides students with an essential **opportunity to demonstrate ATL skills** developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to **pursue meaningful goals in life, education, and the workplace**.

The changes made by the International Baccalaureate allow students to make **a deeper and more purposeful connection to their interest and their own individual growth**. Supported by personal interest, students will determine a **learning goal** that is interrelated to an intended **product/outcome**. The project allows students to **emphasize fewer ATL skills** and **emphasize the impact of the project on their learning and/or community**. The final project may be written or multimedia which allows more students the opportunity to express their interest and growth more easily. The project also uses 3 criteria, instead of 4 criteria: **Planning, Applying skills, and Reflecting**.



For the class of 2024, the project is due **February 15, 2022**. All students will present their project to their advisement class and select students will be invited to present at the **IB Showcase** in March. The included image provides **a visual of the process** students will undertake for the Personal Project. To learn more about the Personal Project at NAHS, please visit the Personal Project tab at the MYP weebly website (<https://ibmynorthatlanta.weebly.com/>).

IB MYP: Teaching and Learning

IB Spotlight: International- Mindedness

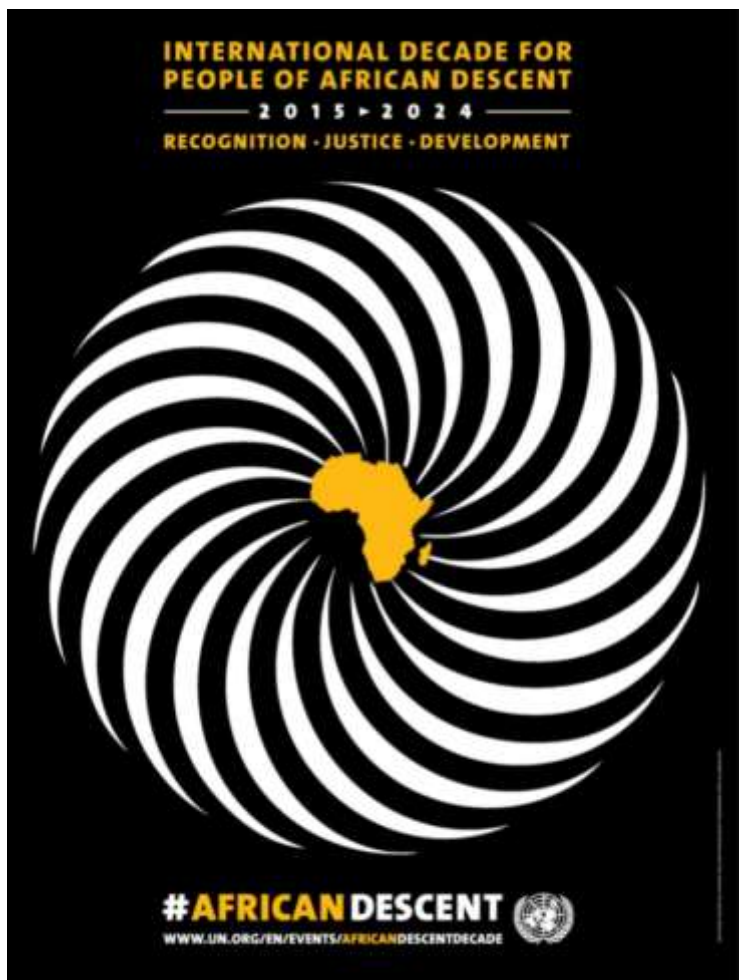


Global Awareness and International Mindedness

The internationally-minded IB student is a critical and creative thinker. They engage in global ideas and issues with humanity and compassion. The world can be unpredictable and challenging at times, but the IB student can break down problems and make ethical, reasoned and balanced arguments based on continual development.-- *ibo.org*. Every month, take to time to engage in global based activities to better understand the world around us.

International Day for People of African Descent

The International Day for People of African Descent will be celebrated for the first time on 31 August 2021. Through this Observance the United Nations aims to promote the extraordinary contributions of the African diaspora around the world and to eliminate all forms of discrimination against people of African descent.



International days reflect the values that

society shares. All human beings are born free and equal in dignity and rights and have the potential to contribute constructively to the development and well-being of their societies. Any doctrine of racial superiority is scientifically false, morally condemnable, socially unjust, and dangerous and must be rejected, together with theories that attempt to determine the existence of separate human races.---

<https://www.un.org/en/observances/african-descent-day>

International Decade for People of African Descent (2015-2024)

The International Decade aims to celebrate the important contributions of people of African descent worldwide, advance social justice and inclusion policies, eradicate racism and intolerance, promote human rights, and assist in creating better, more prosperous communities, in line with the Sustainable Development Goals spearheaded by the United Nations.

Take some time to explore the UN multimedia library to learn more about this initiative. ---

<https://www.un.org/en/observances/decade-people-african-descent>

IB MYP Programme Development

Middle Years Programme: **Concept- Based Inquiry**

According to Marshall and French (2018), concept-based inquiry represents “a form of learning that supports students in articulating transferable conceptual understandings and developing the inquiry skills and strategies present in other inquiry models” (pg 8). In other words, it is the intersection between inquiry (active questioning to drive learning) and concept-focused (transferring knowledge to organize learning).



The chart below provides the purpose of each phase:

Phases of Inquiry	Purpose
Engage	<ul style="list-style-type: none"> To engage children emotionally and intellectually in the unit To activate and assess students' prior knowledge To invite initial student questions
Focus	<ul style="list-style-type: none"> To develop a shared understanding of the unit's driving concepts using concept formation strategies To introduce relevant factual examples that may be explored further in the Investigate Phase of inquiry
Investigate	<ul style="list-style-type: none"> To explore factual examples, or case studies, and connect these to unit concepts To expand student understanding of unit concepts by providing case studies that introduce complexity and/or raise additional questions To acquire disciplinary and interdisciplinary skills
Organize	<ul style="list-style-type: none"> To organize thinking at both the factual and conceptual level To represent concepts and ideas using different materials, media, and/or subject areas To recognize and analyze skills in context
Generalize	<ul style="list-style-type: none"> To form connections and locate patterns across factual examples To articulate, justify, and communicate generalizations
Transfer*	<ul style="list-style-type: none"> To test and justify the validity of generalizations To apply generalizations to new events and situations To use experiences and understandings to form predictions and hypotheses To take meaningful action on one's learning
Reflect**	<ul style="list-style-type: none"> To build students' sense of personal agency To enable students to plan and monitor their learning process To individually and collectively evaluate learning progress during and at the end of an inquiry

*Often extends beyond the time spent on a unit in the classroom

**Embedded into all phases of inquiry

Marshall C. et. al. *Concept-Based Inquiry in Action: Strategies to Promote Transferable Understanding*. Corwin, a SAGE Company, 2018