
IBMYP Newsletter February 2017

North Atlanta High School IB MYP

North Atlanta High School

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Dear IBMYP Community,

Thank you for taking the time to read the sixth edition of the 2016-2017 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.

How is inquiry-driven learning connected to concept-based learning? Concept-based learning is inquiry-driven and student and idea-centered. In order for students to move from just memorization of facts and skills to building intellect, students must be able to search for patterns and connections. Researching, questioning, and finding patterns and connections allow students to create new knowledge. The process of inquiry, action, and reflection helps students build a deeper level of understanding.

Thank you,

Dr. Nikia Showers
IB MYP and Personal Project Coordinator

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 is **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.

Email submissions to Dr. Showers at nikia.showers@atlanta.k12.ga.us



C. Douglass, Principal
R. Whitman, Assistant Principal
M. Kaltman, Assistant Principal—9th
Y. Williams, Assistant Principal—10th
Dr. A. Mitchell, Assistant Principal—11th
J. Stewart, Assistant Principal—12th
Dr. N. Showers, IBMYP and Personal Project Coordinator

Upcoming Events

February 1

Black History Month

February 14

Sign- up for presentation- MYP Personal Project

February 17-21

Winter Break

Rough draft of report- MYP Personal Project

February 21

International Mother Language Day



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Teaching and Learning

IB Spotlight on Inquiry: Inquiry-based learning

According to IB, **inquiry** is a central idea in IB approaches to teaching. **Inquiry**, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding.

With **inquiry**, there is a greater focus on the student starting from a position of knowledge—they already bring knowledge and understanding with them—and there is a reduced emphasis on the teacher being the keeper and transmitter of knowledge. There is an acknowledgment that a collaborative process of creating knowledge takes place in a learning community, as recognized in **constructivist** pedagogy. **Constructivism** implies a pedagogy that includes student **inquiry into concepts through content in authentic global contexts**. This pedagogy leads to the most substantial and enduring learning.

Inquiry can take many forms, yet the most successful is when students' explorations and investigations are genuine and take them from existing knowledge to new levels of understanding. **An explicit expectation of the MYP is that successful inquiry will lead to meaningful reflection and to responsible action initiated by the students as a result of the learning process.** This action may extend the students' learning, or it may have a wider social impact.

Not all approaches to teaching in the MYP will take place in an **inquiry** setting. The MYP promotes balance and a meaningful choice in teaching strategies that can include lectures, demonstrations, memorization and individual practice. However, **teaching and learning through inquiry helps students to grow in their capacity to:**

make connections between previous learning and current learning	clarify existing ideas and reappraise perceptions of events	take and defend a position
experiment and play with various possibilities	deepen their understanding through the application of a concept	solve problems in a variety of ways.
make predictions and take action to see what happens	make and test theories	collect data and report findings
	research and seek information	

In all IB programmes, the **inquiry cycle** is used in a number of ways including the exploration of concepts, through ATL skills, in unit planning, product design and experiential learning. In the MYP, **global contexts** are at the heart of **inquiry** and active learning, and can encourage students to take responsible action in a variety of situations encountered through the curriculum. For teachers and students, **global contexts** provide a means to **inquire** into subject content by **questioning, explaining, discovering and doing**.

Global Awareness- February

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 continual development.-- *ibo.org*. For the month of February, engage in global based activities to better understand the world around us.

Reflection/Inquiry Question

Why is it important to maintain linguistic diversity?

How would it affect your family and your personal identity if your mother tongue were banned?

What resources should we devote to preserving languages spoken by very few people?

Why do languages become endangered?

Know

More than 6,000 different languages are spoken around the world. About 1,000 of these languages are spoken by only small communities of people, and the Foundation of Endangered Languages estimated that the world loses 25 mother tongues every year.

Think/Communicate

Each language reflects a unique culture or way of knowing the world. Chose a community in which you are involved (such as your family, school, or country) and think of the languages represented in it. Can you create a map to represent the relationships between the languages in the community?

Did You Know...?

