

# IBMYP Newsletter Jan/Feb 2018

## North Atlanta High School IB MYP

North Atlanta High School

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Dr. N. Showers, IBMYP and Personal  
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Dear IBMYP Community,

Thank you for taking the time to read the fifth edition of the 2017-2018 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 9<sup>th</sup> and 10<sup>th</sup> grade students are IB students!** Students in the 9<sup>th</sup> and 10<sup>th</sup> 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](http://www.ibmynorthatlanta.weebly.com).

Thank you,

Dr. Nikia Showers

IB MYP and Personal Project Coordinator

### Upcoming Events

#### January 30

Review sample Personal Project report

#### February 1

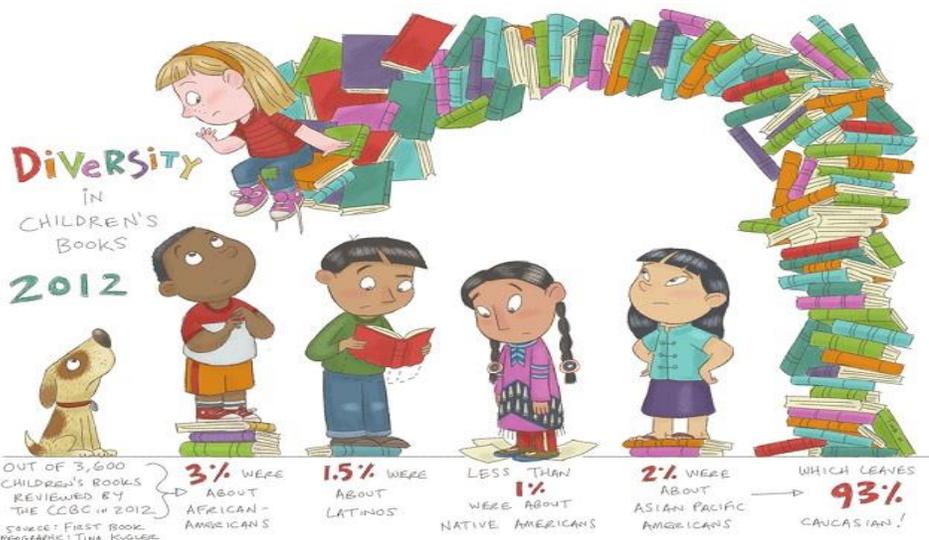
Black History Month

#### February 8

Personal Project Workshop

#### February 13

Sign-up for Personal Project presentation



## IB Inquiry Question- Jan/Feb

### Reflection/Inquiry Question:

How do my opinions and beliefs affect my actions?

How can I appreciate the cultural background of others?

Email submissions to Dr. Showers at [nikia.showers@atlanta.k12.ga.us](mailto:nikia.showers@atlanta.k12.ga.us)

Page 1 of 3



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 January's Learner Profile Attribute of the Month is **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.

The February's 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.

## IB International- Mindedness

### Spotlight: Cultural Diversity

#### 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 continual development.--  
*ibo.org*.

#### Reflection/Inquiry Question

How can I appreciate the cultural background of others?  
How can we foster cultural awareness and international-mindedness?

#### Know

Cultural diversity is an essential part of International Baccalaureate (IB) schools. Keeping in mind the diversity of our school, it's important to recognize and acknowledge the different cultures and backgrounds of our students and families. Students are influenced and molded by the culture and area in which they live. Students identify with the values, norms, and traditions that are part of their family. Culture exists in all families and helps to define how we interact with one another.

#### Think/Communicate

Research an influential person from a different culture; focus on how that person's culture influenced their actions: food, family, music, location, traditions, etc. Create a brief presentation about how the person's culture influenced their contribution to society and share with classmates, family, and friends.



# IB MYP Programme Teaching and Learning

## Middle Years Programme: Diversity and Inclusion

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Among educators, the ongoing process that increases access and engagement of all learners in learning has become known as *inclusion*. Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs. There is a shift from specialist teachers being solely responsible for students with learning differences to collaborative planning by all teachers who are part of a student's education along the learning continuum.

### Inclusion in the MYP

The MYP is intended to be an inclusive programme that can cater to the needs of all students. Thus, the IB strongly encourages schools to offer the MYP inclusively and schools must explain situations in which the programme is not available to all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements.

As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see *Meeting student learning diversity in the classroom* (2013)). Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the MYP is an important place to begin. Schools should ensure equality of access to the curriculum and provide students with the support they need in order to set and meet challenging educational goals.

The inclusion of all students requires a school to address differentiation within the written and taught curriculum, demonstrated in the unit planner and in the teaching environment, which is reviewed during programme authorization and evaluation (*MYP: From Principles to Practice*, 2015).

