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# IBMYP Newsletter October 2020

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## 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 this first edition of the 2020-2021 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

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C. Douglass, Principal  
L. Bonner, Assistant 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

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### Upcoming Events

#### October 5

World Teacher's Day

#### October 12

Indigenous People's Day

#### October 13

Personal Project Proposals due

#### October 16

#WorldFoodDay

### 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 October is **Thinker**. We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



# IB MYP Programme Development

## Middle Years Programme: Inquiry Questions



### Inquiry

The “Inquiry” section of the MYP unit planner identifies the purpose of the unit to ensure its alignment with MYP philosophy and requirements. The components of this section of the MYP unit planner are: **concepts, global contexts, statement of inquiry, inquiry questions, subject-group objectives, summative assessment and ATL.**

**Inquiry Questions** are drawn from and inspired by the **Statement of Inquiry**. These questions give shape and scope to the unit of study. Inquiry questions provide scaffolding for students to explore and understand the Statement of Inquiry and drive the learning experiences. Each unit should have at least one **Factual, Conceptual, and Debatable** Inquiry Question. As the unit progresses, both teachers and students can develop additional questions to explore. **All inquiry questions should lead towards understanding the Statement of Inquiry.**

### Factual. Conceptual. Debatable.

**Factual inquiry questions** are usually knowledge and fact-based questions that can be content-driven and should be used to explore terminology in the Statement of Inquiry. Factual Questions usually begin with “**What.**”

**Conceptual inquiry questions** lead to deeper disciplinary and interdisciplinary understanding. These questions promote transfer and encourages analysis and application of big ideas. Conceptual questions usually begin with “**Why**” or “**How.**”

**Debatable inquiry questions** enable the use of facts and concepts to debate a position, promote discussion, form an opinion, and provoke thought. Debatable questions usually begin with “**Do,**” “**Is,**” “**Would,**” “**Could,**” “**Should,**” or “**To what extent.**”

#### Language Acquisition (phase 5-6) Example

*Themes connect people across cultures and eras.*

**Factual:** What is culture?

**Conceptual:** How do we identify themes?

How do themes connect people from different cultures?

**Debatable:** Is it always important to find connections among people and things?

\*The words in the inquiry questions are highlighted to show the connection between the SOI and the inquiry questions.

### How can I use Inquiry Questions in my classroom?

Things to do:

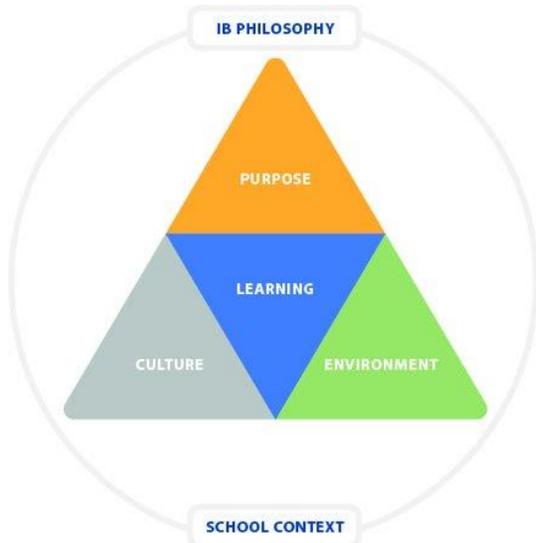
1. **Introduce the Statement of Inquiry-** Does your SOI invoke curiosity for the big Idea/concept that students are about to explore in the unit?
2. **Scaffold Learning-** Introduce the Inquiry Questions in order and with timing that helps students to build their knowledge, understanding, and skills.
3. **Connect the Learning Experiences to the Inquiry Questions-** Will the learning experience allow students to explore and understand each inquiry question?
4. **Formative Assessment-** Use the inquiry questions to check for understanding throughout the unit.

# IB MYP Programme Development

## Middle Years Programme: New Standards and Practices

### Programme Standards and Practices

Programme standards and practices is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes.



The **standards** are general principles that lie at the heart of being an IB World School, while **practices** are further definitions of the standards that include references to implementation. **Requirements** are more specific and refined measures of implementation and include programme-specific elements known as **specifications**. The standards and practices, requirements and programme specifications are necessary for the successful implementation of the relevant IB programme.

The programme standards and practices are organized into four overarching categories: **purpose, environment, culture and learning**. The four categories fit into a framework, which places "learning" at the center and is encircled by IB philosophy and the school's unique context.

The framework describes the school community's processes of design, development, and evolution. The framework assumes that the **IB philosophy manifests in each school's unique context**, and that each of the framework's elements are **interdependent: no part of the framework can be developed without considering how other elements relate to it**. The framework helps to explain both the successes and the challenges schools face when developing IB programmes.

The following chart provides the general principles of each standard:

Category	Standard	General Principle
Purpose	Purpose	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Environment	Leadership and governance	The leadership and governance of IB World Schools create and sustain high-quality learning environments.
	Student support	Learning environments in IB World Schools support student success.
	Teacher support	Learning environments in IB World Schools support and empower teachers.
Culture	Culture through policy implementation	Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.
Learning	Designing a coherent curriculum	Learning in IB World Schools is based on a coherent curriculum.
	Students as lifelong learners	Learning in IB schools aims to develop students ready for further education and life beyond the classroom.
	Approaches to teaching	IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.
	Approaches to assessment	Learning, teaching, and assessment effectively inform and influence one another.

\*To read the Programme standards and practices, please visit <https://ibmynorthatlanta.weebly.com> under the What is IBMYP? tab.

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

### World Food Day

The theme is “**Grow, Nourish, Sustain. Together. Our actions are our future.**” Here are a few ways you can get involved and take action:

<b>Influence Positive Will</b>	You can use your social media platform to promote healthy eating and buying habits. You can get people talking about important events like World Food Day using the official hashtag, <b>#WorldFoodDay</b> and create a buzz for <b>#FoodHeroes</b> . Not online? Word of mouth spreads fast and can be just as effective!
<b>Grow Food at Home</b>	If you have a green space at home, access to a garden, or a balcony with space for plant pots, you can learn how to grow your own fruits, vegetables and herbs. You'll learn a lot about how food is produced and grow your appreciation for all the work that goes into cultivating produce.
<b>Choose Local</b>	Whenever you can, support food heroes by buying locally grown fresh food, such as from a farmers' market in your community. In doing so, you are helping smallholder farmers that produced the food, your local economy and you are encouraging crop diversity.
<b>Join Initiatives</b>	Anyone can be an ally to food heroes. Look for volunteer opportunities at your local food bank or community kitchen. It's a great way to be involved in collective action and support those who struggle to access food.
<b>Respect Food and Food Heroes</b>	Food loss and waste can occur throughout the food system, once it arrives at your table – you can play your part! Learning how to store uneaten food properly for another day's meal is one way to avoid wasting perfectly good food.

\* <http://www.fao.org/world-food-day/take-action/en/>



Food and Agriculture  
Organization of the  
United Nations



Grow,  
Nourish,  
Sustain.  
Together.