

IBMYP Newsletter October 2016

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



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

Dear IBMYP Community,

Thank you for taking the time to read the second 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.

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 8 subject areas: Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Physical and Health Education, Design, 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

Upcoming Events

October 11

Complete MYP Personal Project Journal 3 and Journal 4

October 17

International Day for the Eradication of Poverty

October 20

MYP Personal Project Workshop #2

October 25

MYP PP Journal 5 and 6;
Conference #2

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, Principles, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.**

The Learner Profile Characteristic of the Month 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.

Teaching and Learning

IB Spotlight on **Inquiry**: What are 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 are content-driven and can 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. 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."

Visual Arts Example

*Students will understand that a shift in **perspective** can inspire **innovative ideas** through an inquiry into **the natural world as a resource of ingenuity.***

Factual: What is **perspective**?

Conceptual: How can **new ideas** be generated?

In what ways can **nature inspire us**?

Debatable: To what extent does **perspective** determine "reality"?

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.

OCTOBER--Global Awareness Month

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*. For the month of October, engage in global based activities to better understand the world around us.

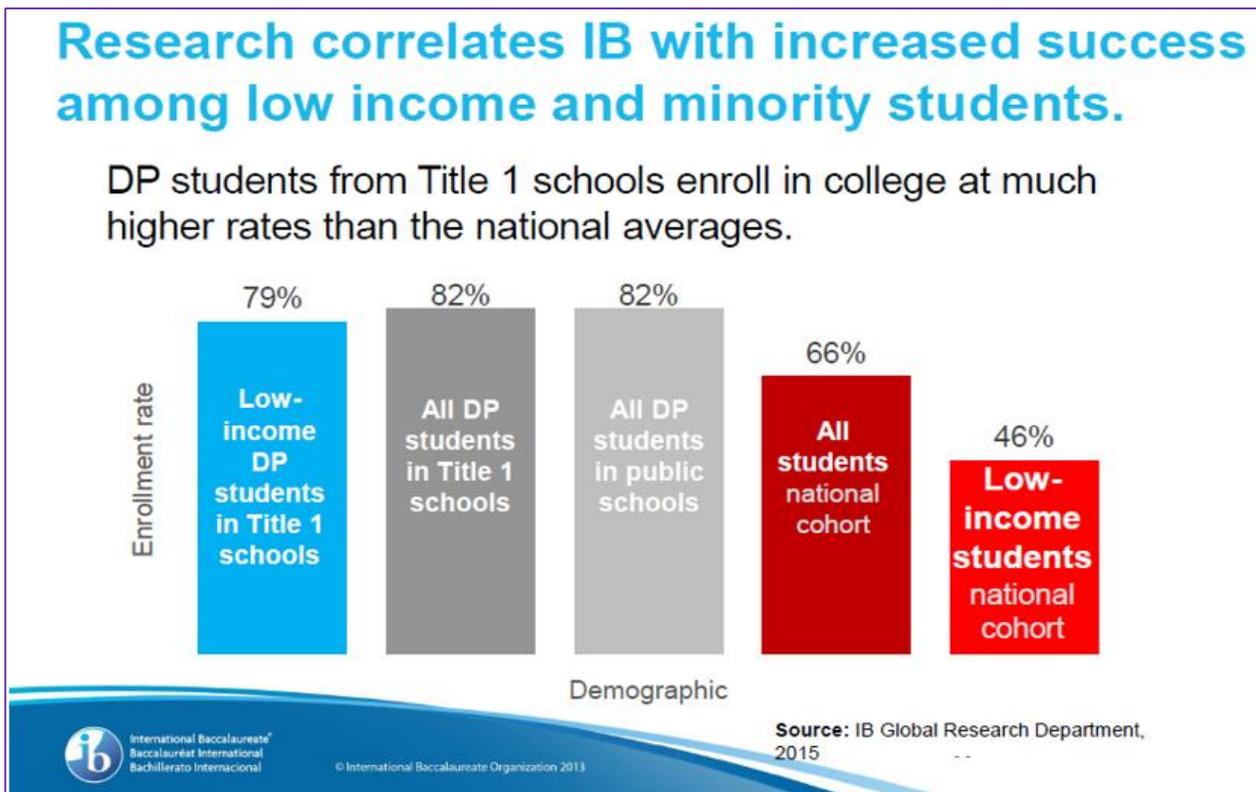
Reflection/Inquiry Question

- How can we end extreme poverty?
- Who are “the poor” in today’s world?
- What does it mean to be poor?
- Why is wealth distributed unevenly in the world?

Think/Communicate

Poverty has impact on daily life. Consider you family’s budget for food, transportation, shelter, entertainment and other expenses. Find out what the “average” family spends in the community, country, and geographical region where you live (and be sure to think about how you will define “average”). Compare these figures with those for a family living in extreme poverty. What are the consequences of poverty in people’s daily lives?

Did You Know...?



For more information on IB research, please visit <http://www.ibo.org/research/>